

Year Four Objectives

Pupils should learn how to:

Spoken Language

Speaking

- Justify a view by giving reasons and evidence
- Tell a story which is clear, structured and detailed
- Use formal/informal registers when appropriate

Listening

- Make useable notes when listening
- Recognise and analyse formal/informal registers when listening
- Ask relevant questions after listening to build understanding

Discussion

- Use inclusion techniques in a group e.g. questions, eye contact, people's names
- Address alternative opinions in discussion
- Help to organise work in a group to ensure success

Drama

- Articulate clearly and project the voice
- Choose vocabulary and movement to match the place and time in a scene
- In a group, present their own play by learning lines, making props and creating simple sound and light effects

Reading

Becoming a Reader

- Develop a love of books and reading
- Value and enjoy reading in their spare time
- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Identify and remember common structural and language conventions in different text types
- Independently read for a range of purposes
- Know and recognise some forms of poetry
- Retell myths and legends focusing on the themes

Word Reading

- Continue to use phonic knowledge and skills with unfamiliar words
- Try out different pronunciations to aid the decoding of unfamiliar, longer words
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)
- Continue to build a knowledge of unusual grapheme phoneme correspondences

Fluency

- Read Year 4 texts fluently
- Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action
- Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis

Comprehension – Vocabulary Knowledge

- Understand that words can have varied meanings depending on the context
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)

Comprehension – Imagining

- Empathise with characters and their situations

Comprehension – Linking

- Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc.

Comprehension – Asking Questions

- Ask questions to improve their understanding of a text
- Ask questions about character and motivation, vocabulary and plot

Comprehension – Clarifying and Retrieving

- Apply previous retrieving objectives to year 4 texts
- Check that the text makes sense to them and discuss their understanding
- Extract information from a text when information is hidden within a longer paragraph
- Use a knowledge of text type and structure to extract information

Comprehension – Inferring

- Use textual details and examples to support inferences and explanations about a text's meaning
- Use precise language to encapsulate an inference made
- Make inferences from evidence found throughout a paragraph

Comprehension – Predicting

- Predict what may happen and explain using stated and implied detail from the text

Comprehension – Summarising

- Summarise a text using the key points

Comprehension – Understanding Purpose and Viewpoint

- Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text
- Recognise the viewpoint of the author
- Distinguish between fact and opinion when discussing viewpoint

Comprehension – Understanding Text Organisation

- Identify how the layout in book and screen-based texts aids the reader
- Identify instances where structure and layout contribute to meaning

Comprehension – Understanding Writers' Use of Language

- Select and explain favourite vocabulary choices
- Select and discuss effective words, phrases and sentences e.g. figurative language
- Engage in a discussion on an author's use of language

Comprehension - Responding to Texts

- Answer questions giving evidence from the text in their response

Becoming a Researcher

- Distinguish between fact and opinion in order to verify the accuracy and reliability of information
- Appraise the usefulness of a text for a task
- Use the strategies of skimming, scanning, close reading and key word searches to locate and select information

Writing

Planning

- Collect ideas for writing from the world around them
- Generate ideas for their writing, by combining observations, reading and imagination
- Plan their own texts for a specific (often real) audience and a clear purpose based on the underlying structures, grammar and vocabulary of texts that they have studied
- Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes
- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary

Composing

- Write their own texts for a specific (often real) audience and a clear purpose based on the structures, grammar and vocabulary of texts that they have studied
- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary
- Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)

- Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)
- Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes
- Make the form of writing consistently clear, relevant and organised
- Write in the style of an author or poet who has been studied
- Create writing which is organised, imaginative and clear
- Communicate feelings, emotions and opinions
- Take a viewpoint in a piece of writing
- Use exciting and interesting vocabulary appropriate to the text type
- **Use paragraphs to organise (WTS KS2)**
- Link ideas within a paragraph or section
- Use stanzas to structure content in poems
- Experiment with layout when writing poems
- Write a satisfying ending
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 4)
- Improve their writing by using some new vocabulary (from Appendix B – year 4)

Evaluating

- Proof-read their work for spelling, grammar and punctuation errors
- Change vocabulary and grammar for consistency and impact
- Edit their work effectively and make improvements based on this
- Evaluate the work of others and suggest improvements
- Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear

Grammar

- Use correct grammatical terminology when discussing their writing
- Use a wider range of conjunctions to extend sentences including when, if, because, although
- Recognise and know the purpose of determiners
- Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's
- Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)
- Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)
- Fully understand the difference between plural and possessive s
- Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was
- Use adverbs to express frequency e.g. often and manner e.g. loudly
- Recognise adverbial phrases and clauses
- Use fronted adverbials

- **Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (contributes to EXS KS2)**
- Know what a subordinate clause is
- Know what a complex sentence is
- Write and use complex sentences

Punctuation

- Use correct grammatical terminology when discussing their writing
- **Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)**
- **Use commas to mark fronted adverbials (contributes to EXS KS2 and GD KS2)**
- **Use apostrophes to show plural possession e.g. The boys' house (contributes to EXS KS2 and GD KS2)**
- **Use commas for marking subordinate clauses (contributes to EXS KS2 and GD KS2)**

Transcription

Spelling

- Use a dictionary to check words
- Combine phonics, morphology and spelling conventions to spell unfamiliar words
- Investigate spelling patterns and conventions
- Use etymology to aid spelling
- Spell words with the suffix -ly
- Spell words with the -sure ending
- Spell words with the -ture ending
- Spell words with the suffix -ous
- Spell words with the suffix -al
- Spell words with the suffix -ary
- Spell words with the suffix -ic
- Spell common homophones e.g. fair/fare, break/brake
- **Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various (WTS KS2)**
- Spell words with the -tion ending
- Spell words with the -sion ending
- Spell words with the -ssion ending
- Spell words with the -cian ending
- Add suffixes to words ending in -f,-ff, -ve and -fe
- Spell more common homophones
- Spell plural words with possessive apostrophes e.g. girls', children's
- **Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore (WTS KS2)**
- Spell words where the k sound is spelt ch (Greek origin) e.g. chorus

- Spell words where the sh sound is spelt ch (French origin) e.g. chalet
- Spell -gue and -que words (French origin) e.g. tongue, antique
- Spell words where the s sound is spelt sc (Latin origin) e.g. scene
- Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey
- **Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight (WTS KS2)**
- Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far
- Choose the correct spelling by using a visual strategy ('Does it look right?')

Handwriting and Presentation

- Improve the quality of handwriting by tackling any issues consistently
- Write consistently with neat, legible and joined handwriting
- Develop fluency in typing
- Present on-screen texts with some appeal to the reader
- Present on-screen texts which consistently appeal to the reader