

Year 4

# Year 4 Objectives: Spoken Language

Talk and listen confidently in a wide range of contexts.

Ask questions to clarify or develop understanding.

Give an answer and justify it with evidence.

Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required.

Show understanding of the main points and significant details in a discussion.

Show they have listened carefully through making relevant comments.

Increasingly able to adapt what they say to meet the needs of the audience/listener.

Vary the use and choice of vocabulary dependent on the audience and purpose.

Vary the amount of detail dependent on the purpose and audience.

Show understanding of how and why language choices vary in different contexts.

Use some features of Standard English.

Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

Understand when the context requires the use of Standard English.

# Year 4 Objectives: Reading

## WORD READING

**Apply phonic knowledge and skills to read unfamiliar words.**

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

## COMPREHENSION

**Develop pleasure in reading, motivation to read, vocabulary and understanding.**

Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories.

Know that non-fiction books are structured in different ways for different purposes and be able to use them effectively.

Know which books to select for specific purposes.

Use dictionaries to check the meaning of unfamiliar words .

Discuss and record words and phrases that writers use to engage and impact on the reader.

Know a wider range of stories, including fairy stories, traditional tales and myths .

Orally re-tell some of the above stories.

Know and recognise some of the literary conventions in text types covered.

Begin to understand simple themes in books.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Recognise some different forms of poetry – list poems, free verse, rhyming verse etc

# Year 4 Objectives: Reading

## COMPREHENSION

### Understand what they read in books they can read independently

Check the text is meaningful.

Discuss responses to text.

Explain the meaning of words in context.

Ask questions to improve understanding of a text.

Infer meanings and begin to justify them with evidence from the text.

Predict what might happen from details stated and deduced information.

Identify and summarise main ideas of a text.

Identify overview of the theme of a text.

Identify how writer has used precise word choices for effect to impact on the reader.

Identify some text type organisational features. For example, narrative, explanation, persuasion.

Identify some text type language features. For example, narrative, explanation, persuasion.

Retrieve and record information from non-fiction.

### Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.

Express a personal point of view about a text.

Raise queries about texts.

Make connections between other similar texts.

Make connections with prior knowledge and experience.

Listen to others' ideas and opinions about a text.

Begin to build on others' ideas and opinions about a text in discussion.

### Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.

Explain why text types are organised in a certain way.

Explain ideas and opinions, giving reasons.

# Year 4 Objectives: Writing

## TRANSCRIPTION

### Know how to spell

Words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian.

Recognise and spell additional homophones. For example – accept and except, whose and who's.

Use the first two or three letters of a word to check its spelling in a dictionary.

Spell identified commonly misspelt words from Year 3 and 4 word list.

### Apply spelling rules and strategies

Identify the root in longer words.

Use syllables to divide words.

Make analogies from a word already known to apply to an unfamiliar word.

**Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.**

## Handwriting

### Practise and develop fluency of joined script

Use the diagonal and horizontal strokes that are needed to join letters.

Understand which letters, when adjacent to one another, are best left unjoined.

Increase the legibility, consistency and quality of their handwriting:

- Down strokes of letters are parallel and equidistant
- Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

# Year 4 Objectives: Writing

## COMPOSITION

### Plan writing.

Look at and discuss models of writing of the text type, purpose and audience to be written, noting

- Structure
- Grammatical features
- Use of vocabulary

Discuss and record ideas for writing.

Choose a planning format appropriate for the text type.

Annotate plan with key language and words and phrases.

### Draft and write

Compose sentences using a wider range of structures. Linked to the grammar objectives.

Make careful choices about vocabulary used.

Orally rehearse structured sentences or sequences of sentences.

Organise writing in paragraphs with clear themes.

Begin to open paragraphs with topic sentences.

Write a narrative with a clear structure, setting, characters and plot.

Write a non-narrative using organisational devices appropriate to the text type.

## Evaluate and edit

Self-assess the effectiveness of writing.

Assess writing with peers.

Suggest improvements to writing.

Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences.

### Proof-read to check for errors in spelling and punctuation errors.

**Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.**

# Year 4 Objectives: Writing

## VOCABULARY, PUNCTUATION AND GRAMMAR

### Develop understanding of grammatical features

Use a range of sentences with more than one clause.

Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.

Use fronted adverbials. (**Later that day**, I went shopping.)

Use expanded noun phrases with modifying adjectives and prepositional phrases. (The strict teacher with curly hair)

### Indicate grammatical features with punctuation

Use inverted commas to punctuate direct speech.

Use other punctuation in direct speech, including a comma after the reporting clause.

Use apostrophes to mark plural possession.

Use commas after fronted adverbials.

## Use the terminology:

**Pronoun, possessive pronoun, adverbial, determiner.**

Understand the terminology.

Use the terminology to talk about own writing.

# Year 4 Objectives Grammar

Year 4				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The grammatical difference between <b>plural</b> and <b>possessive -s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p><b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted <b>adverbials</b> (For example, <i>Later that day, I heard the bad news</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or noun within and across sentences to aid <b>cohesion</b> and avoid repetition.</p>	<p>Use of <b>inverted commas and other punctuation to indicate direct speech</b> (For example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>)</p> <p>Apostrophes to mark <b>plural</b> possession (e.g. <i>the girls' names, the boys' boots</i>)</p> <p>Use of commas after fronted <b>adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><b>pronoun, possessive pronoun, adverbial, determiner</b></p>

# Year 4 Objectives Grammar – Additional Challenge

Year 4 Consolidate Year 3 and...			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Use adverbs in dialogue: <b>“Come in,” he suggested hesitantly.</b></p> <p>Use of modal verbs: <b>I might join you for dinner.</b> <b>I could have won if I had tried harder.</b></p>	<p>Vary sentence starters: ed: <b>Terrified, Harry slunk into the inky shadows.</b></p> <p>Develop ing starters: <b>Hobbling painfully, the old man entered the open door.</b> <b>Barking furiously, the dog chased the flying frogs through the dark town.</b></p> <p>Simile: <b>Like a torpedo, the whale swam through the ocean.</b> <b>As tall as a skyscraper, the giant faced the townspeople.</b></p> <p>Power of three to persuade: <b>Work. Rest. Play.</b></p> <p>Power of three to show action and pace: <b>Fox raced across the plain, entered the forest and headed for the safety of the cave.</b></p> <p>Vary sentence length.</p> <p>Use short sentences to speed up events: <b>The hour struck.</b></p>	<p>Narrative</p> <p>Well-organised in paragraphs which indicate a change in time or place.</p> <p>Use grammatical techniques to create suspense in the build-up to introduce the problem.</p> <p>Non-narrative</p> <p>Information linked within paragraphs using connecting adverbs and other cohesive links.</p>	<p>Secure comma in complex sentences and with fronted adverbials.</p> <p>Comma between direct speech and reporting clause : <b>“The door is open,” called Grandma.</b></p>

# Year 4 Objectives Spelling

Revision of work from Year 3.

Pay special attention to the rules for adding suffixes.

Statutory Requirements	Example Words
Words with endings sounding like /ʒə/	measure, treasure, pleasure, enclosure
Words with endings sounding like /tʃə/	creature, furniture, picture, nature, adventure
Prefixes: il -, im -, ir -, inter - , anti -	<b>il</b> - illegal, illegible <b>im</b> - immortal, impossible, impatient, imperfect <b>ir</b> - irregular, irrelevant, irresponsible <b>inter-</b> interact, intercity, international, interrelated <b>anti</b> - antiseptic, anti-clockwise, antisocial
Endings which sound like /ʒən/	division, invasion, confusion, decision, collision, television
The suffix -ous	poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Adding suffixes beginning with vowel letters to words of more than one syllable	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
Words with the /s/ sound spelt sc (Latin in origin)	science, scene, discipline, fascinate, crescent
The suffix -ation	information, adoration, sensation, preparation, admiration

<b>Statutory Requirements</b>	<b>Example Words</b>
Revise and review homophones	
Possessive apostrophe with plural words	girls', boys', babies', children's, men's, mice's

# Year 3/4 Word List-Words across the Curriculum

English	Maths	Science	Geography	History	Learning Related
address although answer describe library possession question sentence therefore though	calendar circle centre eight/h group height increase length minute opposite quarter regular weight	breath/e experiment heart material medicine natural pressure separate	earth island	century famous history reign recent woman/women	complete consider continue decide describe difficult imagine knowledge learn purpose remember thought
<b>Hypothetical Language</b>	<b>Time Related</b>	<b>Unstressed Vowels</b>	<b>Rare GPCs</b>		
perhaps possible probably suppose	early occasionally often	business February interest ordinary	guard guide		

# Year 3/4 Word List-No Curriculum Links

accident(ally)

actual(ly)

appear

arrive

believe

bicycle

build

busy/business

caught

certain

different

disappear

enough

exercise

experience

extreme

Favourite

February

forward(s)

fruit

heard

important

mention

naughty

notice

particular

peculiar

popular

position

potatoes

promise

special

straight

strange

strength

surprise

through

various