

Year 4 English End of Year Expectations

Reading
Reads aloud with confidence, expression and fluency.
Performs poems and play scripts to read aloud to keep the listener interested.
Retells stories with increasing accuracy.
Is aware that some words sound different to how they are spelt.
Checks what they are reading makes sense as they read through it.
Enjoys reading and will read a wide variety of books.
Has knowledge of root words, prefixes and suffixes and uses them when reading aloud to help understand meaning of new vocabulary.
Knows the meaning of: vocabulary/words in context; retrieval and recording of key information; summarising main ideas; explaining and justifying inference; predication; comparisons and uses word choices when reading and analysing texts.
Able to read for a range of purposes (enjoyment, finding out facts, summarising ideas).
Uses evidence from different parts of the text to support their inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
Comments on the way characters relate to one another.
Uses existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
Knows which words are essential in a sentence to retain meaning.
Identifies different themes and conventions in a wide range of books and justifies conclusions.
Understands that the way books are set out helps the reader to identify the meaning.
Discusses words and phrases of interest, giving reasons for choices.
Checks what they are reading makes sense by discussing their understanding, explaining the meaning of words in context.
Ask questions to improve understanding of the texts being explored.
Predicts what might happen from details stated or implied in the text using ideas from other texts.
Tells what the main ideas in a book are from reading a number of paragraphs and can summarise the key themes.
Understands how the language, structure and presentation of texts contribute to meaning.
Shows understanding of an increasing wide range of texts they have read.
Able to record and retrieve key information from a range of texts.
Takes turns when discussing books read and listen to what others have to say.
Writing
Handwriting is legible and is joined.
Writes simple sentences from memory that have been dictated, using the correct punctuation.
Accurately spells KS1 common words.
Spells with increasing accuracy words from the Years 3 & 4 list. (often misspelt words)
Knows the difference between plural and possessive – s
Accurately uses and spells possessive apostrophes with regular and irregular plurals and plural possession.
Spells an increasing number of homophones.
Have increased knowledge of prefixes and suffixes and understand how accurately spell them and use them in writing.
When using a dictionary, is able to use the first two or three letters of a word to check its meaning.
Knows the definitions of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, determiners, pronoun, possessive pronoun, clause, subordinate clause, direct speech, invert commas, vowels and consonants.
Knows when to use 'a' or 'an' in front of a word. (Knows whether the word begins with a vowel or a consonant.)
Uses standard English for verb inflections instead of local spoken form (we were, not we was, I did not I done.)
Accurately uses conjunctions expressing time, place and cause, (e.g. before, after, when, while, so because) adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in)
Uses the present perfect form of verbs instead of simple past verbs, (e.g. he has gone out to play / he went out to play.)
Uses noun phrases expanded by the addition of changing adjective, nouns and preposition phrases. (The teacher – the strict maths teacher with curly hair.)
When writing sentences uses: • KS1 punctuation. (Capital letters, full stops, question marks, exclamation marks.) • Range of sentences structures. • Use pronouns or nouns for clarity and avoid repetition. • Fronted adverbial phrases. (use commas) • Apostrophes. • Correct present and past tenses. • Use inverted commas to punctuate direct speech.
Writes sentences by: • Organises using headings and sub-headings. • Groups paragraphs based on a theme. • Uses a range of vocabulary. • Organises writing using different settings, characters and plots. • Engages an audience in an interesting manner. • Plans ideas in detail for extended writing. • Re-reads and proof reads what has been written to check that it makes sense and there are no spelling, grammar or punctuation errors. • Edits work and adds improvements and peer assesses others' work suggesting improvements.

Oracy			
PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL/EMOTIONAL
• Deliberately select movement and gesture when addressing an audience • Use pauses for effect in presentational talk • Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground	• Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain	• Reach shared agreement in discussions • Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event • Ask probing questions • Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	• Use more natural and subtle prompts for turn taking • Start to develop empathy with an audience • Consider the impact of their words on others when giving feedback