

Oracy Year 4 Key skills to teach:

Physical • To consider movement when addressing an audience. • To use pauses for effect in presentational talk • e.g. when telling a anecdote or telling a joke.	Linguistic • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	Cognitive • To be able to give supporting evidence • e.g. citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve.	Social and emotional • To use more natural and subtle prompts for turn taking. • To be able to empathise with an audience. • To consider the impact of their words on others when giving feedback.
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Year 4 Expectations for Reading

Word reading

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

- Read words that don't follow the spelling rules, noting the unusual connections between spelling and sound, and where these are found in the word
- Try to work out how to pronounce difficult words using knowledge of similar looking words



Year 4 Expectations for



Comprehension

- Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference or text books
- Read books that are structured in different ways and are read for a range of purposes
- Use dictionaries to check the meaning of unfamiliar words they have read
- Increase familiarity with a wider range of books, including fairy stories, myths and legends and retell some of these orally
- Identify themes and conventions in a wide range of books (*for example, the triumph of good over evil or the use of magical devices in fairy stories or folk tales*)
- Identify conventions in a wide range of books (*for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions*)
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise different forms of poetry (*for example, free verse, narrative poetry*)
- Understand what has been read by checking that the text makes sense to them
- Discuss their understanding and explain the meaning of words in context
- Ask questions to improve understanding of a text
- Make inferences such as inferring characters' feelings, thoughts and motives from their actions, trying to justify inferences with evidence (*quotations from the text*)
- Predict what might happen by using relevant information to inform
- Identify the main idea of a text and summarise
- Identify how structure, and presentation contribute to the meaning of texts, such as, *use of paragraphing, sub-headings, bold, pictures, captions*
- Retrieve and record information from non-fiction by using text-marking and skimming and scanning techniques
- Discuss books, poems and other works that are read aloud, taking turns and listening to others' opinions

Year 4 Expectations:



Spelling

- 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, rain, reign, rein, weather and whether*
- 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 & 4 word list, *believe, peculiar, separate, surprise, although, February*
- Make comparisons between words already known to help spell unfamiliar words
- Identify the root in longer words
- Write simple sentences from memory, dictated by the teacher, that include words and punctuation, taught so far
- The grammatical difference between plural and possessive -s
- Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Handwriting

- Write fluently and with increasing speed
- 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 handwriting, *down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders do not touch*
- Presentation of work should be of a high standard

Vocabulary, grammar and punctuation

- To use subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*) (Year 2)
- Use appropriate nouns, pronouns or possessive pronouns within and across sentences to support cohesion and avoid repetition (known as chain of reference)
- Use fronted adverbials, such as, *later that day, I went shopping* followed by a comma when necessary
- Use inverted commas and other punctuation in direct speech, including a comma after the reporting clause
- To identify, understand and use subordinate clauses.
- To use the present perfect form of verbs in contrast to the past tense
- Use conjunctions, adverbs and prepositions to express time and cause
- Use apostrophes to mark plural possession (including irregular forms)
- To understand the term determiner
- Use expanded noun phrases with modifying adjectives and prepositional phrases, *The strict teacher with curly hair*

Year 4 Expectations:

Writing Composition

Plan

- Discuss writing similar to that which they are planning to write in order to understand, and learn from its structure, vocabulary and grammar
- Generate their own ideas
- Record ideas logically

Draft and Write

- Compose and rehearse sentences orally (*including dialogue*)
- Use a varied and rich vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives (*including dialogue*)
- Organise paragraphs around a theme
- Write narratives with a clear structure, settings, characters and plot
- Write a non-narrative using simple organisational devices such as, *headings and sub-headings, bullet points*
- As writing develops, re-read to check that it makes sense

Evaluate and Edit

- Make improvements by proposing changes to grammar and vocabulary to improve consistency, such as, *the accurate use of pronouns in sentences, more precise vocabulary or changing the order of words in a sentence*
- Proof-read and identify most spelling and punctuation errors
- Read aloud own writing, to an editing buddy, using appropriate intonation, controlling the tone and volume so that meaning is clear