



English Targets Year 4



"Bringing out the best in everyone"

The English Curriculum

- A stronger emphasis on **vocabulary development, grammar, punctuation and spelling**
- **Handwriting** is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills

We assess the children against the "Age Related Expectations".
Children will now be assessed as working as:

Working Towards ARE

Working at ARE

Working at Greater Depth (applying)

English is split into three main areas these are **Speaking, Reading** and **Writing**. This booklet aims to provide you with the information to show you what your child is expected to achieve in each of these three areas by the end of Year 4. It clearly shows the learning objectives we will be assessing against throughout the year.

We hope you find this information useful and as always please do not hesitate to contact us if you need further advice.

Targets in Spoken Language

- Ask questions to clarify or develop understanding
- 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
- Increasingly adapt what is said to meet the needs of the audience/listener
- Vary the use and choice of vocabulary dependent on the audience and purpose
- Show understanding of how and why language choices vary in different contexts
- Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Justify answers with evidence
- Understand when the context requires the use of Standard English
- Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone

Targets in Reading

Word Reading

- 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

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- 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 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
- 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 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
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

Targets in Writing

Transcription

- 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
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left un-joined
- 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

Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- 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, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, eg- 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after fronted adverbials