



## Reading

- Use a range of strategies to read with fluency, understanding and expression
- Secure decoding of unfamiliar words
- Read for a range of purposes
- Retell some stories orally
- Discuss words and phrases that capture the imagination
- Identify themes and conventions
- Retrieve and record information efficiently
- Make inferences and justify predictions by referring to the text
- Distinguish between fact and opinion
- Recognise and perform a variety of forms of poetry
- Identify and summarise ideas
- Discuss books they have read and stories they have listened to with others
- Identify the main language features and generic features of a range of fiction and non-fiction texts
- Discuss and evaluate words and phrases that capture the reader's interest and imagination
- Express preferences and make informed recommendations based on texts read

## Nayland School

### English

#### End of Year 4 Expectations

In order to meet the expected standard, children in Year 4 must be able to demonstrate consistent and independent use of most of these skills.

#### Grammar and Punctuation

- Choose words and phrases to engage the reader and support the purpose
- Be familiar with a range of word classes including adverbs and prepositions
- Use and experiment with a range of punctuation including brackets, semi-colon, colon and dash
- Use range of conjunctions (e.g.: when, if, because, although, however)
- Use perfect tense appropriately
- Select pronouns and nouns for clarity
- Use and punctuate direct speech
- Use commas after front adverbials
- Use the possessive apostrophe correctly (including plural nouns)

#### Writing

- Improve quality of joined handwriting
- Plan writing based on familiar forms
- Use planning to create a well-paced narrative
- Develop characterisation by describing how they look, react, talk and behave
- Organise writing into paragraphs in narrative and non-fiction
- Begin to use an appropriate style of writing, e.g.: formal or informal
- Use simple organisational devices
- Proof-read for spelling & punctuation errors
- Evaluate own and others' writing
- Read own writing aloud

#### Spelling

- National Curriculum spelling list
- Add prefixes and suffixes (e.g. inter-, auto-, -ation)
- Homophones (e.g. except/accept, medal/meddle)
- Apostrophes for possession (e.g. girls', girl's)

