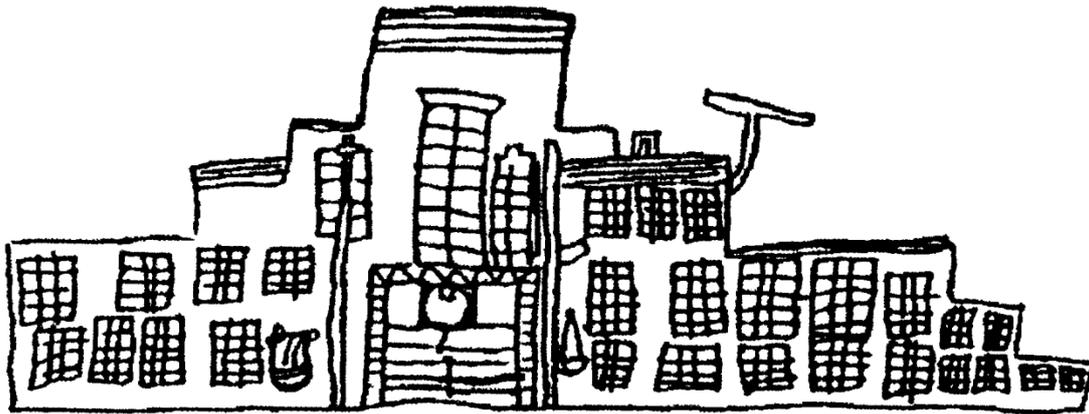


# Clarendon Primary School



'Doing our best to achieve our best'

## Year 4

### English End of Year Expectations

This booklet provides a summary of the most significant end of year expectations for children in Year 4 in English

The end of year expectation objectives are worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

## Year 4 End of Year Expectations for English

### Reading

- Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document (being made available on school website) - both to read aloud and to understand the meaning of new words that are met
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Uses dictionaries to check the meaning of words that have been read
- Identifies themes and conventions in a wide range of books
- Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
- Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence
- Predicts what might happen from details stated and implied
- Identifies main ideas drawn from more than one paragraph and summarises these
- Retrieves and records information from non-fiction

### By the end of Y4 a child should be able to:

- read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;
- prepare readings with appropriate intonation to show their understanding;
- summarise and present a familiar story in their own words;
- read silently and then discuss what they have read;
- attempt to match what they decode to words they may have already heard but may not have seen in print
- discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts; and
- help develop, agree on and evaluate rules for effective discussion.

### Writing

- Organises paragraphs around a theme
- In narratives, creates settings, characters and plot
- Proof-reads for spelling and punctuation errors
- Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Uses standard English forms for verb inflections instead of local spoken forms
- Uses fronted adverbials
- Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Uses inverted commas and other punctuation to indicate direct speech

By the end of Y4 a child should be able to: write down ideas quickly. The grammar and punctuation should be broadly accurate. They should understand the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.