

Year 4 reading

Key performance indicator	Performance standard
<p>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Uses dictionaries to check the meaning of words that have been read</p> <p>Identifies themes and conventions in a wide range of books</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence</p> <p>Predicts what might happen from details stated and implied</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these</p> <p>Retrieves and records information from non-fiction</p>	<p>With reference to the KPIs</p> <p>By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</p> <p>A child can:</p> <ul style="list-style-type: none"> • 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 eg in reading the word technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar but /tɛknɪkəl/ ('teknical') should; • 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. <p>A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</p> <p>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen</p> <p>In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information</p>

Year 4 writing

Key performance indicator	Performance standard
<p>Organises paragraphs around a theme</p> <p>In narratives, creates settings, characters and plot</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Uses standard English forms for verb inflections instead of local spoken forms</p> <p>Uses fronted adverbials</p> <p>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Uses inverted commas and other punctuation to indicate direct speech</p>	<p>With reference to the KPIs</p> <p>By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate</p> <p>A child can:</p> <ul style="list-style-type: none"> • spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English; • place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's); • use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing; • recognise some of the differences between standard English and non-standard English; • use joined-up handwriting throughout all independent writing; • write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and • adopt, create and sustain a range of roles. <p>A child understands 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</p>