

English Overview: Year 4 Expectations

Context

Children should write for a range of purposes and audiences, demonstrating the selection and use of suitable forms with appropriate features and to engage the reader. Children should write using different forms such as poetry, narrative, recount (trips, visits, historical events, diaries, letters, news reports, biographies), reports, explanation (e.g. linked to Science), instructions, persuasion (adverts, posters, letters). Draw ideas from models of similar writing, wider reading and research. Children should use the appropriate terminology when discussing their written work.

Plan

- Plan using given features of a form.
- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Plan and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader.
- Plan his/her writing by discussing and recording ideas.

Draft and Write

- Use paragraphs to organise information and ideas around a theme.
- Use paragraphs to organise and sequence more extended narrative structures.
- Use different ways, including fronted adverbials, to introduce or connect paragraphs.
- Use appropriate nouns and pronouns within and across a sentence to aid cohesion and avoid repetition.
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).
- Draft and write by organising paragraphs around a theme.
- Draft and write in narratives, creating settings – using adjectives and figurative language to evoke time, place and mood, characters - e.g. using details to build character and evoke a response and plot with consideration for the audience and purpose.
- Draft and write non-narrative material, using simple organisational devices, including headings and sub-headings to aid presentation.
- Include the Alan Peat sentences: All the Ws- Who? What? When? Where? Why? Would? Was? What if?; List sentences; Short Sentences; 2a; BOYS Sentences, As -ly and ___ing, ___ed, The more...the more.
Plus: Emotion, comma; Verb, person; If, if, then; With a(n) action, more action.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.
- Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spelling

- Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.
- Understand and add suffixes -ation, -ous.
- Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.
- Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).
- Spell words with the 's' sounds spelt 'sc' e.g. science, scene.
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- Use the first three or four letters of a word to check its spelling in a dictionary.
- Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Punctuation

- Correct use of full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms.
- Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas.
- Mostly accurate use of apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- Use commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

Grammar

- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.
- Use fronted adverbials e.g. Later that day, I heard the bad news.
- Use standard forms for verb inflections – we were instead of we was.
- Use a variety of verb forms correctly and consistently (past and present tenses, progressive and present perfect)
- Some use of determiners to give more detail about nouns.
- Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Learn the grammar for Years 3 and 4 within English Appendix 2.
- Understand and use the following grammatical terminology: determiner; pronoun, possessive pronoun; and adverbial.

Vocabulary

- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. I can make new words by adding -ness and -er at the end of a word.
- Form adjectives using suffixes such as -ful, -less.
- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

2A Sentences

Emotion, comma

Verb, person

If, if, if, then.

With a(n) action, more action