

# **The English National Curriculum**

## **The Year 4 Learner**

### **READING**

#### **Word reading**

By the end of Year 4, children will be able to read accurately and at a sufficient speed. They will have strategies they can rely on to read unknown or unfamiliar words and new words they encounter in books will further develop their widening vocabulary. Although children will generally make book choices independently, their selections will be monitored so that they increase the depth and breadth of their reading studies. Children will concentrate for longer periods during quiet reading sessions and extended book studies will increase their love of reading.

#### **Comprehension**

During Year 4, the emphasis will continue to be placed on the teaching and learning of comprehension skills. Children will begin to manage their own reading routines and book selections. They will be able to explain key events in a story and justify their views about what they have read. They will be familiar with a range of books and know which type of books appeal to them and the reasons for this. They will confidently talk about key events, characters and settings and be able to make connections within a story and across other texts. Children will be able to talk about well-known authors and various series of books. They will be given opportunities to respond to what they have read and heard in speech and in writing, for example taking part in a debate about an issue relating to a book or by writing a letter to a book character. They will be taught to understand the conventions of poetry and play scripts in order to incorporate key aspects into their own writing.

### **WRITING**

#### **Spelling**

Children will build on previous work by learning how to spell a wider range of prefixes and suffixes and understand how these can be added to root words. Children will continue to learn how to spell new words correctly including more words from the national curriculum spelling list. They will use dictionaries more independently when checking spellings.

#### **Handwriting**

Children will have developed joined handwriting with consistent letter size and formation. They will be able to write at speed, enabling them to write as they think. Children will begin to use different styles of handwriting or fonts which relate to the features of particular text types, for instance a headline for a newspaper recount.

#### **Composition**

Children will plan and compose their writing independently and they will understand how to make links between their openings and endings. They will confidently apply key writing features taught, for instance dialogue within a story, and also relevant structural features, such as columns or text boxes. Children will begin to draft and redraft their writing with greater independence, making changes in particular to sentence structure and word choices which will enable the reader to understand and follow their writing. Proof-reading for spelling and punctuation will by now be a natural part of the writing process and children will routinely improve and redraft their written work.

#### **Vocabulary, grammar and punctuation**

During Year 4 children will confidently use clauses and a wider range of conjunctions to add greater depth and meaning to their sentences. They will use a range of nouns and pronouns to avoid repetition and a wider variety of verbs and adverbs to make their writing more interesting and exciting. Children will be taught how to use commas in their writing and how to place the possessive apostrophe accurately in words with regular plurals (e.g. girls') and irregular plurals (e.g. children's).

### **SPEAKING AND LISTENING**

Children will begin to recognise some of the differences between Standard English and non-Standard English and when and why these are used in speaking and writing. Their reading and writing will remain closely linked to the development of their listening and spoken work and vice versa. By now, children will be able to draw on their knowledge of technical language and be able to describe and explain links between the various areas of learning relating to English.