

# Y4 Skills: Reading

Apply knowledge of root words, to use prefixes and suffixes, to read aloud and understand meaning of unfamiliar words (e.g. limit – limitation)

e.g. use knowledge of inter – means between or 'among' to define intercity/interrelated

Understand the impact of inverted commas and punctuation cues when reading aloud and change voice accordingly for characters

Recognise apostrophe for possession

e.g. The boy's name, the boys' names, children's jumpers, Sophie's bag...

Selecting books for specific purposes

Give personal points of view on a text

e.g. justify opinions, read extensively favourite authors/genres, discuss structures of non-fiction books

Use dictionaries to check the meaning of unfamiliar words

Identify some text type organisational features (e.g. narrative, explanation, persuasion)

Identifying and explain how the structure contributes to meaning

e.g. diary written in the first person, greetings in a letter

Identify and explain why writers have used particular words or phrases and the impact this has on the reader

e.g. varied sentence structures, adverb starts, adjectives, alliteration, simile, metaphor, idioms, word play

Identify figurative and expressive language used to create images and atmosphere

e.g. simile, metaphor, personification, repetition for emphasis, alliteration

Skim and scan to locate information in order to answer a question

Answer inferential questions by stating a point, backing it up with evidence from the text and explain thinking

e.g. Why did the hare stop half way through the race to have a nap?

Make and justify predictions from what is implied in a text

e.g. I predict that the children were not finished with their adventure with Aslan because in the text it says "And so for a time it looked as if all the adventures were coming to an end; but that was not to be."

# Y4 Skills: Writing

Increase legibility, consistency and quality of handwriting

e.g. down strokes or letters are parallel and equidistant, lines of writing are spaced sufficiently so that ascenders and descenders don't touch, understand which letters are best left unjoined

Draft and write (through the use of modelled texts) by creating settings, characters and plot in narratives and simple organisational devices in non-narrative e.g. headings, sub-headings

Standard English forms for verb inflections instead of local spoken forms

e.g. ***we were*** instead of ***we was***

Use possessive apostrophe to mark singular and plural possession, including regular and irregular plurals

e.g. Boy's name, boys' names, children'

Assess the effectiveness of their own and others' writing by suggesting improvements linked to grammar, punctuation, vocabulary and spelling

Spell words that are often misspelt. Use prefixes and suffixes and understand how to add them

e.g. Adding the suffix -ly. If the root word ends in -y with a consonant letter before it, the y is changed to i but only if the root word has more than 1 syllable (happily)

Organise paragraphs around a theme

e.g. Be able to give a sentence which suggests a paragraph's content. Uses adverbs and conjunctions to establish cohesion within paragraphs

Use inverted commas and other punctuation to indicate direct speech

e.g. A comma after the reporting clause; and punctuation with inverted commas

The police officer shouted, "Sit down!"

To understand and use accurate and appropriate modal verbs, pronoun, relative pronoun, relative clause, parenthesis brackets, dash, cohesion, ambiguity, determiner, possessive pronouns, fronted adverbials including use of comma after it

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

e.g. 'The soldier' expanded to: 'the sombre, controlled soldier stood proudly'