

Assessing Spoken Language: Meeting Year 4 Expectations

Year 4 Expectations: Spoken Language

- Ask questions to clarify or develop understanding
- Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required
- Show understanding of the main points and significant details in a discussion
- Increasingly adapt what is said to meet the needs of the audience/listener
- Vary the use and choice of vocabulary dependent on the audience and purpose
- Show understanding of how and why language choices vary in different contexts
- Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Justify answers with evidence
- Understand when the context requires the use of Standard English
- Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone

Assessing Reading: Meeting Year 4 Expectations

Year 4 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 4 Expectations: Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books

Year 4 Expectations: Comprehension

- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

Assessing Writing: Meeting Year 4 Expectations

Year 4 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian
- Recognise and spell additional homophones, for example – accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Year 4 Expectations: Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials