

Literacy Basic Skills Overview - Year 4

This document highlights the essential skills that need to be securely learned in Year 4 to enable pupils to build on this knowledge and make progress in Year 5. To ensure there are no gaps in children's learning, Year 5 teachers should use this document at the start of the academic year to analyse pupils' work. Teachers should focus on the objectives highlighted in yellow to determine whether children are secure in these basic skills, or whether consolidation is needed before moving onto the Year 5 curriculum.

Writing - Composition	Writing - Transcription	Writing - Vocabulary, Grammar and Punctuation
<p>Planning:</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). <p>Drafting and Writing:</p> <ul style="list-style-type: none"> Write effectively and coherently for different purposes and audiences, selecting the appropriate organisational features. Create developed settings, characters and plot in narratives. Use appropriate organisational devices in non-narrative material [for example, headings and sub-headings]. Organise paragraphs around a theme consistently. <p>Evaluation and Editing:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <p>Proofreading:</p> <ul style="list-style-type: none"> Proof-read consistently for spelling and punctuation errors. 	<p>Spelling: <i>See spelling diagnostic and progression for all spelling rules. This can be used for assessment.</i></p> <ul style="list-style-type: none"> Revision from Year 3. Year 4 spelling rules and guidance. Spell common exception words, contracted forms and words following Year 1 and 2 spelling rules mostly correctly. Spell some words correctly (Year 3 and 4 list). Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones and spell words that are often misspelt (English Appendix 1). The grammatical difference between plural and possessive –s. <p>Handwriting and Presentation:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting. 	<p>Grammatical knowledge:</p> <ul style="list-style-type: none"> Use a range of conjunctions for coordination and subordination. Use present, past, progressive and perfect tense verb forms mostly correctly and consistently. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. Demarcate most sentences with: capital letters and full stops; question marks; exclamation marks and commas in lists (where appropriate). Some use of contracted forms. 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). Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials. Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]. Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. <p>Grammatical terminology:</p> <ul style="list-style-type: none"> Determiner Pronoun Possessive pronoun Adverbial

Reading: Word Reading	Reading: Comprehension	Spoken Language
<ul style="list-style-type: none"> • Read most words easily. • Automatically decode new words. • Read further exception words. • Use knowledge of root words, prefixes and suffixes to read and understand new words. 	<ul style="list-style-type: none"> • Listen to and talk about a wide range of fiction, plays, poetry, non-fiction and reference books. • Read books that are structured in different ways and written for different purposes. • Use a dictionary to check the meaning of words • Retell a wider range of books, e.g. myths and legends. • Identify themes and conventions in a wide range of different books. • Read aloud and perform poems and play-scripts using intonation, tone, volume and action. • Discuss words and phrases that capture the reader's interest and imagination. • Recognise some different forms of poetry. <p><u>Understand what is read by:</u></p> <ul style="list-style-type: none"> • Checking the text makes sense and discussing understanding. • Explaining the meaning of words in context. • Asking questions to help understand the text. • Making inferences about character's feelings, thoughts and actions. Justifying inferences with evidence. • Predicting what might happen using the text. • Identifying the ideas in a text and summarising them. • Identifying how language, structure and presentation help the meaning of a text. • Retrieving and recording information from non-fiction texts. • Participating in discussions about books, taking turns and listening to other people's opinions. 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication.
Text Suggestions		
<ul style="list-style-type: none"> • There's a Yeti in the Playground! (Pamela Butchart) – direct speech, powerful verbs, pronouns for possession, expanded noun phrases, adverbials. • My Brother is a Superhero (David Solomon) – fronted adverbials, pronouns, expanded noun phrases, range of sentence length, advanced vocabulary. • Don't Feed the Troll (John Hickman) – short sentences, atmosphere, suspense, adventurous adjectives and adverbs, speech. 		