

### ***Reading in Y4 - pupils need to be able to***

- ❖ Identify and summarise evidence from a text to support a hypothesis
- ❖ Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- ❖ Use knowledge of different organisational features of texts to find information effectively
- ❖ Use knowledge of word structures and origins to develop their understanding of word meanings
- ❖ Explain how writers use figurative and expressive language to create images and atmosphere
- ❖ Read extensively favourite authors or genres and experiment with other types of text
- ❖ Interrogate texts to deepen and clarify understanding and response
- ❖ Explore why and how writers write, including through face-to-face and online contact with authors

#### **Activities to support reading development**

- ❖ Encourage your child to read everyday, use a text type that they are interested in and are keen to read
- ❖ Listen to your child read as often as possible, as this develops fluency and confidence with reading aloud
- ❖ Encourage your child to choose a different genre

### ***Writing in Y4 - pupils need to be able to***

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

***Literacy text types covered in Y4 - Narrative (Stories from other cultures, stories set in fantasy/other worlds, short stories in familiar settings, stories with historical settings, dialogue and plays, stories with issues and dilemmas, classical narrative), Non-Narrative (persuasive texts, letters and adverts, explanation texts, recount texts, newspaper reports) and a range of poetry.***

### Key grammar features in Y4

- Prepositions
- Adjectives, descriptive language
- Adverbial phrases
- Exclamatory sentences, exclamation marks
- Varied sentence structures – simple, compound and complex sentences
- Conjunctions
- Use words and phrases to signal time sequences
- Use a range of punctuation
- Dialogue, speech verbs and speech punctuation
- Similes, alliteration, metaphors

### Spelling – pupils are given opportunities to:

- Develop a range of personal strategies for spelling at the point of composition and for learning new and irregular words
- Develop a range of strategies for checking and proof reading spellings after writing
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Proof-read for spelling errors

### The following areas are a focus in Y4

- Revise prefixes from Y3: un-dis-, mis-, re-, pre-, sub-, tele-, super-, auto
- Explore new prefixes in-, il-, im-, ir-, inter-, anti-
- Adding suffixes beginning with vowel letters to words of more than one syllable -ing, -en, -er, -ed.
- The suffix -ation e.g. sensation, preparation.
- The suffix -ly. Teach the exceptions e.g. y changed to i, le ending changed to ly, ic ending changed to -ally
- The suffix -ous e.g. poisonous, outrageous
- Endings which are spelt -tion, -sion, -ssion, -cian e.g. invention, comprehension, expression, magician, division, confusion
- Revise contractions e.g. can't, didn't, hasn't, couldn't, it's, I'll
- Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's]
- Possessive apostrophe with plural words e.g. girls', boys', babies'.
- Possessive apostrophe with singular proper nouns e.g. Cyprus's population.

### Homophones

peace/piece, main/mane, affect/effect, scene/seen, male/mail, bawl/ball, whether/weather, fair/fare, medal/meddle

### Useful Terms

#### Conjunction

A conjunction is a word or phrase that links clauses or sentences.

- e.g.
- addition *also, furthermore, moreover*
  - opposition *however, nevertheless, on the other hand*
  - reinforcing *besides, anyway, after all*
  - explaining *for example, in other words, that is to say*
  - listing *first(ly), first of all, finally*
  - indicating result *therefore, consequently, as a result*
  - indicating time *just then, meanwhile, later*

#### Sentences

A sentence can be **simple, compound or complex**.

A **simple sentence** consists of one **clause**: *It was late.*

A **compound sentence** has two or more clauses joined by *and, or, but* or *so*. The clauses are of equal weight (they are both main clauses): *It was late but I wasn't tired.*

A **complex sentence** consists of a main clause which itself includes one or more subordinate clauses: *Although it was late, I wasn't tired.*

(The subordinate clause beginning with *although* is underlined and is used to add more detail into the sentence)

#### Clause

A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a **subject** (*she* in the examples) and **verb** (*drank/was/wanted*)

**Simile** – comparing one thing with another using the words “like” or “as” e.g. as cold as ice

**Metaphor** – comparing two things by saying that one thing is the other (not using the words like or as) e.g. the morning was a blanket of warmth wrapped around me.

**Personification** – describing non-human things in a human way e.g. The tree waved its arms in the wild wind.

**Alliteration** – using the same sound at the beginning of words – five friendly fish

**Onomatopoeia** – when the sound of the word reflects its meaning e.g. zoom

#### Adverbials

A word or group of words that explain “when”, “how” or “where” the action takes place.

They can come before or after a verb e.g. “when” – The train **finally** left the station, “how” – The boy ran **quickly** through the field, “where” – The children ran **outside**.

Adverbials can also be used to compare the way in which actions are done e.g. Fiona painted **more carefully** than Tom.