

# English




## Reading Comprehension

- Reading fluently is increasingly important however understanding what your child is reading is also very important.
- Children in Year 4 may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- Year 4 children should be encouraged to use a dictionary to understand meaning of words they don't know.
- Children might be expected to retell traditional and fairy stories, also myths or fables, in detail. They may also work on writing poems and plays to read aloud and perform using the correct intonation and volume.
- When reading poetry, children will be encouraged to recognise different types of poetry, e.g. tongue twisters or riddles.
- As well as understanding books they listen to, children will hopefully be understanding books they can read independently by checking that their reading makes sense, asking questions, inferring character feelings, thoughts and actions and justifying with evidence, making predictions and summarising the main ideas within a section of text. Inference involves using the clues in the story or picture to make a good guess.
- It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Children will also be encouraged to look back in the text so they can find the answer to a question.



## Writing and Spelling

- Your child may learn to use a wide range of prefixes (a group of letters added to the beginning of a word to change its meaning) such as in-, re-, sub-, dis- and mis- and suffixes (a letter or group of letters added to the end of a word to change its meaning) such as -ation and -ous.
- In addition to this, children in Year 4 may also learn how to spell a wider range of homophones (words which sound the same but are spelt differently such as hear /here, some /sum).
- Children will also be able to place the possessive apostrophe in the right place (e.g. the lady's bag, Lewis' jumper).



## Handwriting

- Generally, children in Year 4 will continue to work on joining letters together so that they are always joining up their handwriting. Emphasis should be on the quality and consistency of the handwriting.

## Writing - Composition

- Planning writing – In order to fully understand the structure and style of the text that they are writing in, they may be exposed to different texts of that type.
- Drafting and writing – Year 4 children may practise planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary.
- Children might also learn how to write in paragraphs and structure content well including all the necessary features of that writing style.
- Evaluate and edit – children will be encouraged to regularly assess the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors.
- Children will keep in mind the level they are writing at and what they can do to achieve the next level.
- Finally, children will be taught how to use intonation when reading their writing out loud and vary the volume so what they are reading is clearly heard.

## Writing - Vocabulary, Grammar and Punctuation

- In Year 4, your child may work on ironing out any Standard English mistakes such as 'I were' instead of 'I was', 'I did' instead of 'I done' and using apostrophes to mark plural possession, e.g. the boy's bag (one boy and his bag) and the boys' bags (the bags belonging to the group of boys).
  - Your child may be encouraged to describe nouns with additional adjectives and prepositional phrases (telling of where, when, or why things happen).
  - Children may also be encouraged to be using adverbial phrases to begin sentences. These act like adverbs telling you when, where, how or how often something happens and are always followed by a comma, e.g. 'At school...', 'Slowly...' and 'Later that evening...'.
  - Children may work on using paragraphs accurately (begin a new paragraph when introducing a new character, section of a story or new information) and secure the punctuating of direct speech correctly (including an appropriate piece of punctuation before closing the speech marks).
  - Your child may be encouraged to use more of a variety of tenses in their writing, such as the present perfect form rather than just the past tense. The present perfect is simply formed using the past tense of the verb 'to have', e.g. He has been living there since 2008, They've finished their work and She's gone on her own to the concert.
  - Finally, Year 4 is a time for greater range of vocabulary, including a wider range of conjunctions to join sentences – when, if, although, however, although.
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