

Knowles Primary School



End of Year Expectations For Year 4

This booklet provides information for parents and carers on the end of year expectations for Reading and Writing for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.



Reading

- Can read aloud with intonation and expression, taking into account higher level punctuation including: full stops, commas, question marks, exclamation marks, speech marks and brackets
- Can work out the meaning of unknown words from the way they are used in context
- Can read all Year 4 high frequency words
- Can read some Year 5 high-frequency words
- Can read a range of level appropriate texts fluently and accurately

Reading Comprehension

- Can refer to the text to: support opinions and predictions; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views
- Can quote directly from the text to answer questions
- Can identify and explain the difference between fact and opinion
- Can use dictionaries and thesauri effectively to find the meaning of new words
- Can talk about the effects of different words and phrases to create different images (e.g. powerful verbs, descriptive adjectives and adverbs)
- Can talk about the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary)
- Can clarify the meanings of ambitious words and/or phrases in context
- Can recognise the different text features within a variety of mixed-genre texts
- Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns or character continuation)
- Sometimes empathises with different characters' points of view in order to explain what characters are thinking/feeling and the way they act
- Can infer meaning, using evidence from the text and wider experiences
- Can look for and recognise themes in what they have read (e.g. the triumph of good over evil)
- Can make simple comments about the main purpose of a text, beginning to recognise authorial intent

Writing

- Can **plan** writing by discussing and recording ideas
- Can organise writing into **paragraphs** around a theme
- Can write a **well-paced narrative** that includes settings, plot and character and considers audience and purpose
- Can reveal the feelings of characters through **dialogue** and **action**
- Can **edit** writing to achieve maximum impact on the reader
- Can use well-chosen, appropriate and **powerful adjectives**
- Can use well-chosen, appropriate and **powerful verbs**
- Can use **prepositional phrases** to describe the **position** of an object e.g. The laptop was on the desk
- Can use **prepositional phrases** to describe the **direction** of an object e.g. The little boy ran towards his mother
- Can use **adverbial phrases** to change sentence openers (how, when and where something happens) e.g. Later that day I heard the bad news.
- Can **use a comma after fronted adverbials** e.g. Later that day, I heard the bad news.
- Can use a mixture of **simple and compound sentences** in writing.
- Can add extra information (**a subordinate clause**) at the **beginning** of a complex sentence e.g. When the monster dragged him away the boy screamed.
- Can use a **comma after a subordinate clause** at the beginning of a complex sentence e.g. When the monster dragged him away, the boy screamed.
- Can add extra information (**a subordinate clause**) at the **end** of a complex sentence e.g. The boy screamed when the monster dragged him away
- Can use the **subordinating connectives** 'because', 'if', 'while', 'until', 'although' and 'when' to add extra meaning e.g. Because it was desperately hungry, the monster dragged the boy away OR The monster dragged the boy away because it was hungry.
- Can use different **pronouns** to introduce a relative clause e.g. 'that', 'which', 'who', 'whom', 'whose'
- Can use **relative clauses** to add extra information about a person or thing e.g. The book that we bought today is very interesting
- Use **inverted commas** to punctuate direct speech
- Use **punctuation** correctly

Word list for Year 4

I'm	above	across	almost	along	also
always	any	around	ask	before	began
being	below	better	between	bath	change
coming	didn't	different	does	during	every
first	following	found	goes	gone	half
heard	high	inside	jumped	knew	know
laugh	leave	might	morning	much	near
never	number	often	only	opened	other
outside	place	right	round	second	show
sometimes	started	still	stopped	such	suddenly
think	though	thought	today	together	told
tries	turn	turned	under	until	upon
use	used	walk	walked	walking	watch
where	while	without	woke	woken	write
year	young				

Word list for Year 5

baby	balloon	birthday	brother	children	earth
eyes	father	friends	garden	great	happy
head	heard	important	lady	light	money
own	paper	sister	small	something	sound
sure	swimming	those	white	whole	why
window	word	work	world		

