

# WILLASTON PRIMARY ACADEMY Literacy Objectives - Year 4

<p><b>CONTEXT-</b></p> <ul style="list-style-type: none"> <li>• Writing for a range of purposes and audiences demonstrates the selection and use of suitable forms with appropriate features and engages the reader</li> <li>• Writing draws from models of similar writing, wider reading and research</li> <li>• Writing for a wider audience includes different forms such as stories, poetry, plays and a range of non-fiction</li> <li>• When discussing written work use appropriate terminology (determiner, pronoun, possessive pronoun, adverbial)</li> </ul>	<p><b>Working at greater depth within the expected standard:</b></p> <p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> <li>• Greater awareness of the reader, including good control of varied and rich vocabulary</li> <li>• Paragraphs are used with control in both narrative and non-fiction demonstrating a wider range of fronted adverbials</li> <li>• The full range of punctuation taught so far is used accurately including apostrophes for singular possession, inverted commas for speech, commas after fronted adverbials and growing accuracy of apostrophes for plural possession</li> <li>• Use Suffixes and prefixes accurately (refer to year 3 /4 spelling appendix)</li> <li>• Evaluate and edit confidently the effectiveness of word choice, grammar and punctuation in writing</li> </ul>	
<b>Handwriting and presentation</b>	<b>Reading: Word reading and comprehension</b>	<b>Writing: Transcription</b>
<ul style="list-style-type: none"> <li>▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p>With support, identify main ideas drawn from more than one paragraph</p> <p>Discuss a book with others, ask questions to improve understanding of the text.</p> <p>Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose.</p>	<p>Write from memory sentences dictated by the teacher, that include words and punctuation included in the Y3/4 word list</p> <p>Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4)</p> <p>Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter- )</p> <p>The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate</p> <p>Mostly accurate spelling of words from the year 3 /4 wordlist</p> <p>Uses dictionaries efficiently</p>
<b>Grammar, punctuation and Vocabulary</b>		
<p>Writing demonstrates appropriate use of:</p> <ul style="list-style-type: none"> <li>• Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail)</li> <li>• Fronted adverbials to vary sentence structure</li> </ul> <p>(later that day, I heard the bad news)</p> <ul style="list-style-type: none"> <li>• Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was)</li> <li>• The grammatical difference between plural and possessive s</li> </ul> <p>Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some)</p> <p>Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect)</p> <p>Punctuation at Y3 standard is used correctly : Full stops and capital letters (including for proper nouns), exclamation marks,</p>	<p>Retrieve information from fiction or non-fiction and record this information.</p> <p>Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered.</p> <p>Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Ask questions they would like to find the answers to in a fiction or non-fiction book</p> <p>Check that text makes sense, discussing their understanding and explaining meaning of words in context..</p> <p>Draw inferences such as characters' feelings, thoughts and motives</p>	<p><b>Writing: Composition</b></p> <p>Plan using features of the given form</p> <p>Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader</p> <p>Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures</p> <p>Create setting, characters and plot in narrative writing including:</p> <ul style="list-style-type: none"> <li>• Using details to build character descriptions and evoke a response</li> <li>• Developing settings using adjectives and figurative language to evoke time, place and mood</li> </ul> <p>Evaluate writing according to purpose considering the effectiveness of</p>

question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't) Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat)

A range of punctuation is used, mostly accurately including:

- Commas after fronted adverbials
- Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker)

Some accurate use of possessive apostrophes for plural nouns

(e.g. girls', boys', babies')

from their actions, and with support can sometimes justify inferences with evidence

Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.

Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.

recognise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word.

Begin to recognise some themes and conventions in fairy stories and traditional tales

Recognise some different forms of poetry.

Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories

Have increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts.

Read books that are structured in different ways and for a range of purposes.

Identify how language, structure and presentation contribute to meaning and identify some of the ways in which fiction texts are structured, e.g. through use of chapters.

Use appropriate actions and gestures to convey the meaning of a poem or play script.

Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say

prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

word choice, grammar and punctuation

Make appropriate additions, revisions and corrections when proof-reading and editing

Use paragraphs to organise information and ideas around a theme

Use paragraphs to organise and sequence more extended narrative structures

Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly)

Use simple organisational devices, including headings and sub-headings to aid presentation

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum.)