



Wheldrake with Thorganby School

Working together to be the best we can be

A Guide to End of Year Expectations in English

Year 4



Wheldrake with Thorganby CE Aided School

Working together to be the best we can be

2014 National Curriculum

Lower KS2 - Year 3/4 Guided Reading Example Questions

Reading Comprehension

Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read. I can...	...listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	What happened in the story?
	Where does the story take place?
	Who is telling the story?
	Can you find some words or phrases that tell you about this character?
	How are you going to use this book to find out about...?
	...read books that are structured in different ways and read for a range of purposes
	Why is the text arranged in this way?
	Does the layout and colour of the text have an impact on the reader?
	How are the beginning and end similar? Is the order of events important?
	What features make this book similar to <i>(another text)</i> ?
	...use dictionaries to check the meaning of words they have read
	Can you use alphabetical order to find this word in the dictionary?
	Which of the meanings given is the correct one for this context?
	...increase their familiarity with a wide range of books, including fairy stories, myths and legends and re-tell some of these orally
	Where and when is this story/text set? How does the writer show this?
	What effect does the setting have on the story?
	How did this character respond to <i>(an event)</i> ? Can you use a particular action, or tone, to show this?
	...identify themes and conventions in a wide range of books
	What is the genre of this story? How do you know?
	Have you read any other books in this series/by the same author/about this topic?
	Do these texts share any common features e.g. language or theme?
	...prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action
	Whose 'voice' is the poem written in? How could you show this in the way you read aloud?
	What does this poem make you feel? Can you use intonation to demonstrate this?
	...discuss words and phrases that capture the reader's interest and imagination
	What did you enjoy about this story?
	What was the most exciting or interesting part? Can you explain why?
	Which part of the story best describes the setting?
	Can you identify words in the text which help the author create mood/effect?
	...recognise some different forms of poetry (e.g. free verse, narrative poetry)
	Does this poem tell a story?
	How does the author use the shape of the poem to reflect its meaning?
	Does the poem follow the pattern of natural speech?
	Did you hear any repeating patterns or patterns in structure in this poem?

Understand what they read, in books they can read independently. I can...	...check that the text makes sense, discuss their understanding and explain the meaning of words in context
	Drawing on what you know about this character already, does his response to <i>(an event)</i> make sense?
	Can the context of <i>(an unfamiliar word)</i> help you to understand what it means?
	Why is there a bullet point/exclamation mark/question mark here? What effect does it have?
	...ask questions to improve their understanding of a text
	If you could ask the characters in the story a question, who would you choose, and what would you ask?
	Using the information in this section, can you create questions for your partner? Can you note where the answers are?
	Is there a section of the text you don't understand? How could you find out what it means?
	...draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
	Can you choose a character and say what they felt/thought/did in response to events? How do you know?
	What does... tell you about how the character is feeling?
	How did this character's actions affect the outcome of the story?
	...predict what might happen from details stated and implied
	Knowing what you do about <i>(a character/an event)</i> , what might happen next? Why do you think this?
	If the story develops in the way you have predicted, how will <i>(a character)</i> respond? Can you find evidence in the text to explain why you think this is?
	How does the author indicate that <i>(a character)</i> feels excited/worried/scared? Does the author show this directly?
	...identify main ideas drawn from more than one paragraph and summarise these
	Using your understanding of what happened, can you create a timeline of events?
	What are the main events in this chapter?
	Can you create a character profile using the key information in each paragraph? Does this help you see how the author has created imagery/tension?
	...identify how language, structure and presentation contribute to meaning
	How are the beginning and end similar? Is the order of events important?
	Why do you think authors use short sentences?
	How do the illustrations/choice of font/bold type/italics contribute to the meaning?
Retrieve and record information from non-fiction books	
What is the text about?	
What type of text is it?	
Which subheading could you use instead of this one?	
What title could you give this text?	
When did <i>(an event)</i> first take place? Who were the key people involved?	
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
What opening statement would you make in beginning a discussion about this text?	
What are the arguments for/against the subject of this text/story?	
Who would you recommend this book to? Why?	

Reading Expectations

Working Towards Y4 Objectives

I can...

- Read accurately most words of two or more syllables.
- In age appropriate books read words accurately and fluently without overt sounding and blending.
- Read some year 3 & 4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Contribute to adult-led discussions on themes and conventions in a wide range of books.
- Show understanding of what I have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and I can discuss how I know this.
- Show understanding of what I have read independently in age-appropriate texts by identifying main ideas drawn from one paragraph.

Working At Y4 Objectives

I can...

- Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet. (See spelling guidance from no nonsense spelling for relevant vocabulary)
- Read all year 3 & 4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and begin to explain how the structure is used for different purposes.
- Use dictionaries to check the meaning of words that I have read.
- Increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Identify themes and conventions in a wide range of books.

- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discuss words and phrases that capture my interest and imagination.
- Recognise some different forms of poetry [for example, kennings, riddles, narrative, free verse, haikus].
- Check an age-appropriate text makes sense to me and explain the meaning of unfamiliar and more challenging words in context.
- Show understanding of what I have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence.
- Show understanding of what I have read independently in age-appropriate texts by predicting what might happen using details stated and implied in the text.
- Show understanding of what I have read independently in age-appropriate texts by identifying main ideas drawn from more than one paragraph and summarising these.
- Identify how language and structural features convey meaning.

Working With Greater Depth Within Y4 Objectives:

I can...

- Apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and for a range of purposes.

Writing Expectations

Spelling:

- Spell all of the common exception words correctly
- Spell most of the y3/4 word list correctly
- Use the first two or three letters of a word to check its spelling in a dictionary

Handwriting:

- 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
- 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].

Composition:

- 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
- Plan their writing 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
- Draft and write by organising paragraphs around a theme
- Draft and write by in narratives, creating settings, characters and plot
- Draft and write by in non-narrative material, using standard organisational devices [for example, headings and sub-headings, bullet points]
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in

sentences

- Evaluate and edit by proof-reading for spelling and punctuation errors
- Evaluate and edit by reading 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

Vocabulary, Grammar and Punctuation:

- Use capital letters and full stops correctly
- Use exclamation marks and question marks correctly
- Use commas for lists correctly
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time, place and cause
- Use fronted adverbials
- Use commas after fronted adverbials
- Use apostrophes to mark singular and plural possession
- Use and punctuate direct speech accurately
- Use Standard English forms for verb inflections e.g. we were instead of we was, I did instead of I done

Working at Greater Depth Within the Expected Standard:

- Create expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'
- Begin to use modal verbs to indicate degrees of possibility
- Begin to use varied sentence types including simple, compound and complex
- Begin to link ideas across paragraphs using adverbials of time, place and number or tense choices e.g. he had seen her before