
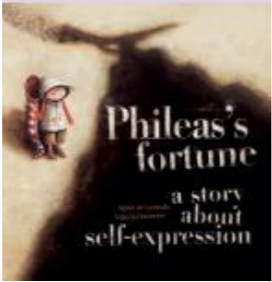

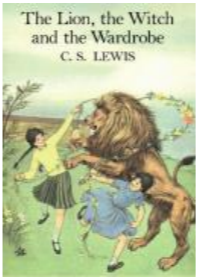
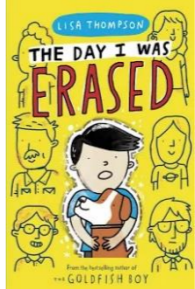
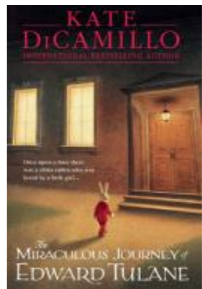


YEAR 4 SPEAKER	YEAR 4 READER		YEAR 4 WRITER		
Speaking and Listening	Word reading	Comprehension	Spelling	Composition	Grammar and punctuation
<ul style="list-style-type: none"> I ask questions to clarify or develop my understanding. I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. I show that I understand the main point and the details in a discussion. I adapt what I am saying to the needs of the listener or audience (increasingly). I show that I know that language choices vary in different contexts. I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. I can justify an answer by giving evidence. I use Standard English when it is required. I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	<ul style="list-style-type: none"> I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> I read a range of fiction, poetry, plays, and non-fiction texts. I can discuss the texts that I read. I can read aloud and independently, taking turns and listening to others. I can explain how non-fiction books are structured in different ways and can use them effectively. I can explain some of the different types of fiction books. I can ask relevant questions to get a better understanding of a text. I can predict what might happen based on details I have. I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. I can use a dictionary to check the meaning of unfamiliar words. I can identify the main point of a text. I can explain how structure and presentation contribute to the meaning of texts. I can use non-fiction texts to retrieve information. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> I can spell words with prefixes and suffixes and can add them to root words. I can recognise and spell homophones. I can use the first two or three letters of a word to check a spelling in a dictionary. I can spell the commonly misspelt words from the Y3/4 word list. 	<ul style="list-style-type: none"> I can compose sentences using a range of sentence structures. I can orally rehearse a sentence or a sequence of sentences. I can write a narrative with a clear structure, setting and plot. I can improve my writing by changing grammar and vocabulary to improve consistency. I use a range of sentences which have more than one clause. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. I can use direct speech in my writing and punctuate it correctly. 	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. I can use fronted adverbials. <p><u>Text structure</u></p> <ul style="list-style-type: none"> I can write in paragraphs. I make an appropriate choice of pronoun and noun within and across sentences. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> I can use inverted commas and other punctuation to indicate direct speech. I can use apostrophes to mark plural possession. I use commas after fronted adverbials.
			<p>Handwriting</p> <ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined. My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 		
GENRES	GENRES	GENRES	GENRES	GENRES	GENRES
<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>
					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2