



# End of Year Expectations Reading

## Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

## Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion

**The more that you read,  
The more things you will know.  
The more that you learn,  
The more places you'll go.  
-Dr. Seuss**

*I do believe  
something very  
\*MAGICAL\*  
\* can happen  
when you read a  
GOOD BOOK  
-JK ROWLING-*

# End of Year Expectations Writing

## Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. For example - ation, ous, ion, ian
- Recognise and spell additional homophones, for example - accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

## Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after

"With the  
RIGHT WORDS,  
YOU CAN CHANGE  
the WORLD."

Charlotte's Web





# End of Year Expectations

## Creative Writing Examples

Friday 9th February, 2018

WALT: Write a persuasive letter in character

- Use persuasive language like: Surely, you must realise that..., In your heart you must see that ...,
- Use subordinating conjunctions like: Even though, also furthermore, in addition, because, while.
- Use emotive language like, I believe, If you want me to, I know in my heart that, Why would you make choices for me?

To my dearest daughter

I am writing to persuade you to marry Ta-jin. Please listen to my words. In this super extension letter, I will explain why I like him and why he is the only right choice for you.

When you have considered all of my reasons, I hope you will ~~realise~~ <sup>realise</sup> that it is your duty to marry him and stop daydreaming about Chang, also I hope you will have more interests in Ta-jin. You've ~~always~~ <sup>always</sup> lived a life of luxury so carry it on.

You should marry Ta-jin because he will love you forever. In my heart I am certain that he will take you out but guess what? Chang won't have the money!

Even though you may think you love Chang, you're in love with an idea. He can't buy you presents and food - your love will run out when you can't find anything to eat.

If you spend your life with Chang you'll be ordinary. Ordinary

If you marry that lowly gardener, you will not be free but if you marry Ta-jin you will have a life to explore. In <sup>Ta-jin's</sup> mansion he has a big garden that you can explore but with Chang you will have to work and work. Your small farm will not have enough space to grow crops and you will never be able to travel or explore.

~~Surley~~ <sup>surely</sup> you must realise Ta-jin is better

You may think money is bad but it is like life! Ta-jin is rich and kind but Chang is only kind. You must ~~realise~~ <sup>realise</sup> you need money for good <sup>or</sup> ~~words~~ you would starve.

If you think about it, Ta-jin is the one for you, he is wise, kind and happy.

I would happily let you marry Ta-jin. What would happen if you married Chang? You would find he was very poor!

# Grammar and Terminology

<b>Possessive apostrophes</b> for regular singular and plural nouns	Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition	<b>Prepositions:</b> <i>at, underneath, since, towards, beneath, beyond</i>	<b>Possessive pronouns:</b> <i>yours, mine, theirs, ours, hers, his, its</i>	<b>Repetition to persuade:</b> <i>Fun for now, fun for life</i>
<b>Using inverted commas</b> where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i>  Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.	<b>Plurals</b> for nouns ending with a "y": change the "y" to an "i" and add "-es"  <i>baby - babies</i>	<b>Starting a sentence with "-ing",</b> using a comma to demarcate the subordinate clause:  <i>Flying through the air, Harry crashed into a hidden tree.</i>	<b>Drop-in clause with an "-ing" verb:</b>  <i>Tom, smiling secretly, hid the magic potion book.</i>  Place a comma on either side of the subordinate clause.	
<b>Expanded noun phrases:</b> Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	<b>Specific determiners:</b> <i>their, whose, this, that, these, those, which</i>	<b>Verbs ending in "y":</b> change the "y" to an "i" and add "-es" <i>carry - carries</i>	<b>Comparative and superlative adjectives:</b> Change the "y" to an "i" and add either "-er" or "-est"  <i>happy - happier - happiest</i>	A sentence that gives three actions:  <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
<b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	<b>Verbs - Past perfect continuous:</b> <b>"had" + past participle + "-ing"</b>	Know the difference between a preposition and an adverb	Capital letters for <b>proper nouns:</b> names, places, days of the week, months, titles and languages	<b>Prefixes</b> to give the antonym: "im-", "in-", "ir-", "il-"
<b>Plural nouns</b> of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	<b>Powerful verbs</b> Find synonyms of words to up-level sentences and give a greater effect	<b>Verbs - Modal verbs:</b> <i>could, should, would</i>	<b>Compound sentences</b> using all the coordinating conjunctions	<b>Adjectives ending in "-ed":</b> <i>frightened, scared, etc.</i>

"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION SAVES LIVES.**

! verb ; ? !  
 ; adjective  
 ; noun ?



# Common Exception Words

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	(although)
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

## Roll a Spelling 1

Each time we do some spelling practise, you will need your spelling list and a dice.

Roll the dice and complete your spelling practise as it says.



Write your words in **Rainbow** writing. You can do each word in different colours.



Write your words in a *fancy* or **funny** way.



Write your words in size order—smallest word to biggest (or the other way!)



Write your spelling words and then see if you can find rhyming words for some.



Choose 5 words and put each into a sentence to show you know what it means.



Write your words forwards and then backwards... Eg. House esuoH

## Roll a Spelling 2

Each time we do some spelling practise, you will need your spelling list and a dice.

Roll the dice and complete your spelling practise as it says.



Make a word pyramid of your 5 hardest words.



Write your words using **RED** for vowels (a, e, i, o, u) and **BLUE** for consonants.



Write your words then find synonyms (means the same) and antonyms (means the opposite) for some.



Choose 5 words to turn into art.



Choose 5 words and write their definition. (What they mean)



Make a word train or caterpillar with your spelling words.

# Supporting your child

## Reading

Encourage your child to read a variety of texts at home. (fiction and non fiction, cook books, newspapers, shopping lists, leaflets and magazines, poetry, play scripts, myths and legends). These can be found at your local library or in school.

Questions that you could ask your child:

1. What feelings did you have as you read the story?
2. What kind of person is the main character? How do you know?
3. Predict what you think will happen next and why do you make those predictions?
4. Is this story like any other story you have read? Explain!
5. Sum up what you have read.

## Handwriting

In year four children are expected to write in joined cursive handwriting with a pen. To help your child improve their strength and stamina of joined handwriting, short bursts of practise is the most effective way. For example:

- Use the weekly spelling lists to focus on handwriting.
- Neatest handwriting challenges: Child Vs Parent or Sibling Vs Sibling.

## Writing

Writing should be fun, have a purpose and you can do this in lots of different ways. For example:

- Keep a holiday diary or take photos and sequence them in order of the holiday.
- Write a thank you letter / invitation.
- Write a postcard or get your child/children to write a shopping list.
- Make 3D lollipop stick characters and write a creative story.
- Use Microsoft PowerPoint to create stories/fact files/comics.

Please ask your child to read back what they have written and self edit their work. In year four we ask the children to use a junior dictionary to find a spelling or correct a spelling mistake.

## Spelling

Reading really improves spellings. Therefore, the more you read, the more words you see and the more you see them will make you a super speller. Support your child to spend 5 minutes a day learning several words rather than learning a full list in one go.

Spelling ideas:

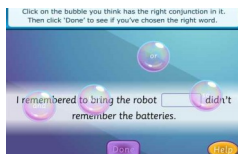
- Display spellings around room/on the fridge/bedroom door
- Spelling pyramids and scribbles.
- Write with finger on back.
- Make it out of play-dough.
- Play games such as: scrabble, boggle and hangman.

# Websites, Apps and Resources



The Quest of Comma Castle

<https://gridclub.com/activities/comma-castle>



Bubble Sentences

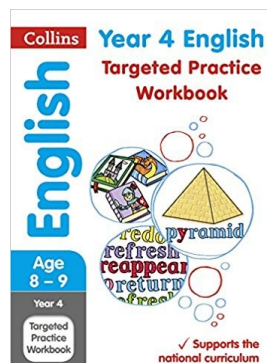
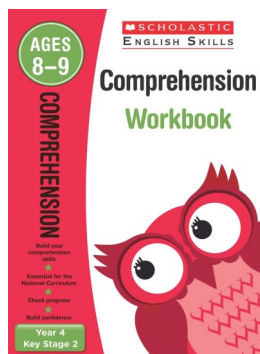
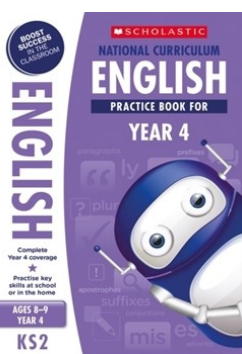
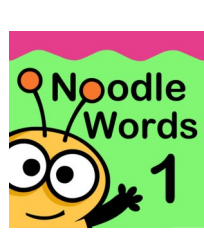
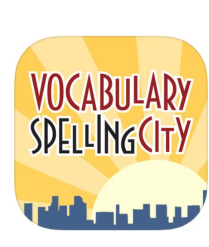
[https://www.topmarks.co.uk/Flash.aspx?b=english/language\\_structure](https://www.topmarks.co.uk/Flash.aspx?b=english/language_structure)



Against the Clock

[https://www.spellzone.com/games/against\\_clock/index.cfm?wordlist=5971](https://www.spellzone.com/games/against_clock/index.cfm?wordlist=5971)

Android and Apple have a huge range of learning apps and these are ever changing and expanding. Here is a selection of well known apps - some are free, others require a one-off payment.



There are many different work books that could help your child. They are easily found on Amazon or at places like WHSmiths.

You can search for 'Year 4 Worksheets' online and find many free resources too.