

Key Learning Indicators of Performance in Reading: Year 4

Word Reading	Comprehension
As above and:	As above and:
	·
	Participating in discussion Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
)	to understand meanings of words. Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-super-, anti-, auto Use suffixes to understand meanings e.gation, - tion, - ssion, -cian, -sion. Read and understand words from the Year 4 list (selected from the statutory Year 3/4

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Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.

▶ Develop, agree on and evaluate rules for effective discussion.



Key Learning Indicators of Performance in Reading: Word Lists

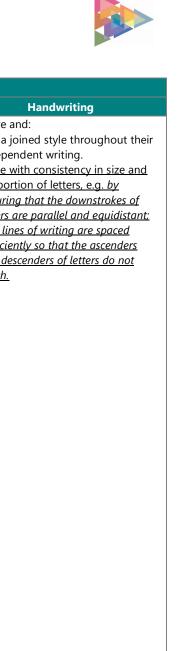
Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4						
appear	continue	grammar	material	possible	suppose	
breadth	different	group	medicine	pressure	surprise	
breathe	difficult	guard	mention	probably	therefore	
build	disappear	guide	natural	recent	though/although	
busy/business	exercise	imagine	opposite	regular		
calendar	experience	important	ordinary	remember		
caught	experiment	increase	particular	separate		
certain	extreme	interest	peculiar	special		
complete	famous	island	position	straight		
consider	favourite	knowledge	possess(ion)	strength		

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bones.

Key Learning Indicators of Performance in Writing: Year 4



Composition **Transcription** Composition **Spelling** Vocabulary, grammar and punctuation As above and: As above and: As above and: As above and: Create complex sentences with adverb **Planning** Use further prefixes, e.g. in-, im- ir-, sub-, Use a joined style throughout their independent writing. starters e.g. Silently trudging through the ▶ Read and analyse narrative, non-fiction and poetry in inter-, super-, anti-, auto-. ▶ Write with consistency in size and snow, Sam made his way up the mountain. order to plan their own versions. Use further suffixes, e.g. -ation, - tion, -ssion, Use commas to mark clauses in complex ▶ Identify and discuss the purpose, audience, structure, proportion of letters, e.g. by -cian. vocabulary and grammar of narrative, non-fiction and Investigate what happens to words ending in ensuring that the downstrokes of sentences. f when suffixes are added, e.g. calf/calves. letters are parallel and equidistant; Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the Discuss and record ideas for planning e.g. story Identify and spell words with the /k/ sound that lines of writing are spaced soldiers sprang into action. mountain, text map, non-fiction bridge, story board, spelt ch (Greek in origin), e.g. scheme, chorus. sufficiently so that the ascenders Create sentences with fronted adverbials for boxing-up text types to create a plan. Identify and spell words with the /ʃ/ sound and descenders of letters do not where e.a. In the distance, a lone wolf **Drafting and Writing** spelt ch (mostly French in origin), e.g. chef, touch. howled. Develop settings and characterisation using chalet, machine. Use commas after fronted adverbials. vocabulary to create emphasis, humour, atmosphere, Identify and spell words ending with the /q/ Identify, select and use **determiners** suspense. sound spelt -que and the /k/ sound spelt including: ▶ Plan and write an opening paragraph which combines que (French in origin), e.g. tonque, antique. Identify and spell words with the /s/ sound - articles: a/an, the setting and character/s. - demonstratives : this/that: these/those ▶ Improvise and compose dialogue, demonstrating their spelt sc (Latin in origin), e.g. science, scene. understanding of Standard and non-Standard English. - possessives: my/your/his/her/its/our/their Understand how diminutives are formed - quantifiers: some, any, no, many, much, ▶ Generate and select from vocabulary banks e.g. using e.g. suffix - ette and prefix mini-. adverbial phrases, technical language, persuasive everv Investigate ways in which nouns and Use inverted commas and other phrases, alliteration. adjectives can be made into verbs by the use punctuation to indicate direct speech e.g. Use different sentence structures (see VGP). of suffixes e.g. pollen (noun) and -ate =The tour auide announced, "Be back here at Use paragraphs to organise writing in fiction and nonpollinate (verb). four o' clock." The /I/ sound spelt y elsewhere than at the ▶ Identify, select and effectively use ▶ Use organisational devices in non-fiction writing, e.g. end of words, e.g. myth, gym, Egypt. captions, text boxes, diagram, lists. Use the first three letters of a word to check pronouns. Use nouns for precision, e.g. burglar rather Link ideas across paragraphs using fronted adverbials its spelling in a dictionary. than man, bungalow rather than house. for when and where e.g. Several hours later..., Back at Write from memory simple sentences, Explore, identify, collect and use noun home... dictated by the teacher, that include words phrases e.g. the crumbly cookie with tasty **Evaluating and Editing** and punctuation taught so far. Proofread to check for errors in spelling, grammar and Explore and use the possessive apostrophe, marshmallow pieces. Explore, identify and use Standard English punctuation. e.g. boy's books (books belonging to a boy) verb inflections for writing e.g. We were Discuss and propose changes to own and others' and boys' books (books belonging to more instead of we was. I was instead of I were. I writing with partners/small groups. than one boy). did instead of I done. She saw it instead of ▶ Improve writing in light of evaluation. Spell words from the Year 4 list (selected Performina from the statutory Year 3/4 word list) - see she seen it. Use apostrophes for singular and plural Use appropriate intonation, tone and volume to below. possession e.g. the dog's bone and the dogs' present their writing to a range of audiences.

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Key Learning Indicators of Performance in Writing: Word Lists

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answer	describe	heard	naughty	purpose	weight	
arrive	early	heart	notice	quarter	woman/women	
believe	earth	height	occasion(ally)	question		
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build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

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