



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Read books at an age appropriate interest level.</li> <li>▶ Use knowledge of root words to understand meanings of words.</li> <li>▶ Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-super-</i>, <i>anti-</i>, <i>auto-</i>.</li> <li>▶ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>.</li> <li>▶ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below).</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▶ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i> fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i></li> <li>▶ Regularly listen to whole novels read aloud by the teacher.</li> <li>▶ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li> <li>▶ Learn a range of poems by heart and rehearse for performance.</li> <li>▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>▶ Orally retell a range of stories, including less familiar fairy stories, myths and legends.</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>▶ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i> metaphors, similes.</i></li> <li>▶ <u>Explain the meaning of key vocabulary within the context of the text.</u></li> <li>▶ Use dictionaries to check meanings of words in the texts that they read.</li> <li>▶ <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u></li> <li>▶ Make predictions based on information stated and implied.</li> <li>▶ <u>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</u></li> <li>▶ Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>▶ Identify, analyse and discuss themes e.g. <i> safe and dangerous, just and unjust, origins of the earth, its people and animals.</i></li> <li>▶ <u>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</u></li> <li>▶ <u>Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</u></li> <li>▶ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>▶ Recognise and analyse different forms of poetry e.g. <i> haiku, limericks, kennings.</i></li> </ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"> <li>▶ Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>▶ <u>Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</u></li> <li>▶ Record information from a range of non-fiction texts.</li> <li>▶ <u>Scan for dates, numbers and names.</u></li> <li>▶ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i> text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>▶ Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▶ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</li> <li>▶ Develop, agree on and evaluate rules for effective discussion.</li> <li>▶ Make and respond to contributions in a variety of group situations e.g. <i> whole class, independent reading groups, book circles.</i></li> </ul>



## English

### Key Learning Indicators of Performance in Reading: Word Lists

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

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	<b>mention</b>	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	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	



# English

## Key Learning Indicators of Performance in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>▶ <u>Use commas to mark clauses in complex sentences.</u></li> <li>▶ <u>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></u></li> <li>▶ <u>Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></u></li> <li>▶ Use commas after fronted <b>adverbials</b>.</li> <li>▶ Identify, select and use <b>determiners</b> including:               <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives: <i>this/that; these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> <li>▶ <u>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></u></li> <li>▶ Identify, select and effectively use <b>pronouns</b>.</li> <li>▶ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>▶ <u>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></u></li> <li>▶ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> <li>▶ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>▶ <u>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></u></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>▶ Plan and write an opening paragraph which combines setting and character/s.</li> <li>▶ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>▶ Generate and select from vocabulary banks e.g. <b>adverbial phrases, technical language, persuasive phrases, alliteration.</b></li> <li>▶ Use different sentence structures (see VGP).</li> <li>▶ <u>Use paragraphs to organise writing in fiction and non-fiction texts.</u></li> <li>▶ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i></li> <li>▶ Link ideas across paragraphs using fronted <b>adverbials</b> for when and where e.g. <i>Several hours later..., Back at home...</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u></li> <li>▶ Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>▶ Improve writing in light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▶ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>.</li> <li>▶ Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian.</i></li> <li>▶ Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>.</li> <li>▶ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus</i>.</li> <li>▶ Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine</i>.</li> <li>▶ Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique</i>.</li> <li>▶ Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene</i>.</li> <li>▶ Understand how diminutives are formed using e.g. suffix - <i>ette</i> and prefix <i>mini-</i>.</li> <li>▶ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb).</li> <li>▶ The /i/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>.</li> <li>▶ <u>Use the first three letters of a word to check its spelling in a dictionary.</u></li> <li>▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>▶ Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</li> <li>▶ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Use a joined style throughout their independent writing.</li> <li>▶ <u>Write with consistency in size and proportion of letters, e.g. <i>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.</i></u></li> </ul>



## English

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address	decide	fruit	<b>minute</b>	promise	through
answer	describe	<b>heard</b>	naughty	purpose	<b>weight</b>
arrive	early	heart	<b>notice</b>	quarter	<b>woman/women</b>
believe	earth	height	occasion(ally)	question	
bicycle	<b>eight/eighth</b>	history	often	<b>reign</b>	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	<b>mention</b>	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	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	