



# LOCKERS PARK SCHOOL

## YEAR 4

### KEY OBJECTIVES

*Our curriculum includes, but is not limited to, the following key objectives. These will be worked on throughout the year and will be the focus of direct teaching. If you wish to provide further support at home, then these objectives should be your focus.*

*If you have any queries regarding the content of this document or want support in knowing how best to help your child, then do please contact your child's teacher.*

#### **English – writing**

- Descenders and ascenders in letters are the same length.
- Uses the diagonal and horizontal strokes that are needed to join letters
- Use commas after fronted adverbials, in lists and show a growing awareness of using a comma to separate a main clause and subordinate clause.
- Use apostrophes accurately for contraction/omission and possession (singular, regular and irregular plurals)
- Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas.
- Taught suffixes and prefixes are used correctly.
- Spell most common trickier homophones and near homophones correctly in writing. Spell some common tricky words e.g. mystery, myth
- Spell most Year 3 & 4 common exception words
- Use fronted adverbials to begin sentences and sentences with more than one clause.
- Use standard English forms instead of local spoken forms e.g. we were /we was
- Use paragraphs to organise ideas around a theme.
- Use noun phrases expanded by the addition of adjectives, nouns and preposition phrases.
- Make the appropriate choice of pronoun or noun to avoid repetition.
- Write sentences that include a rich and varied vocabulary.
- Use a draft and write process effectively to rehearse, write, correct and improve writing.
- Plan used to carefully structure writing in order to replicate and explore a specific text type (notes used to create a range of sentences).
- Very effective proof reading for spelling and grammatical errors.



## English - reading

- Can read aloud with intonation and expression, taking into account.
- Reads silently and then discuss what they have read.
- Skims and scans to identify key ideas in text.
- Uses knowledge of text structure to locate information.
- Quotes directly from the text to answer questions.
- Refers to the text to support opinions and predictions.
- Summarise and begins to paraphrase key ideas from across a text in their own words.
- Unpicks how a character is presented in different ways and responds to this with reference to the text.
- Recognises the different text features within a variety of mixed-genre texts. • Identifies and discusses the various features of fiction genres (e.g. science fiction, adventure, mystery etc.).
- Explores alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
- Begins to distinguish between fact and opinion in texts.
- Talks about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).
- Compares the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
- Can justify and elaborate on opinions and predictions, referring back to the text for evidence.
- Uses clues from action, description and dialogue to establish meaning
- Reads between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.
- Clarifies the meanings of ambitious words and/or phrases in context.