

Year 4

Reading and Writing Assessment

Reading On Track to be at least Grey book band by the end of year 4.

Working at the expected standard

Word Reading

Read age related exception words

Read words that contain prefixes e.g. re, sub, inter

Read words that contain suffixes e.g. ous, ation

Apply phonics skills previously covered to tackle new vocabulary e.g. sch (scheme) ch (chemist)

Recognise different forms of poetry such as free verse and narrative poetry

Fluency

Read accurately and fluently, without hesitation, age related texts which include unfamiliar words

Comprehension

Give / explain meaning of words in context

Retrieve and record information / identify key details from fiction and non-fiction

Predict what might happen referring to details stated and deduced information

Infer meanings and begin to justify them with direct evidence from the text

Make comparisons within a text

Identify / explain how information / narrative content is related and contributes to meaning as a whole

Identify recurring themes and elements of different stories

Comment on the choice of language the author uses to engage the reader i.e. identify precise words chose for effect

Identify some conventions of different types of texts e.g. greetings in a letter

Identify and summarise the main ideas in a paragraph(s)

Working at greater depth within the expected standard

Comprehension

Identify and summarise the main ideas across a text, making reference to points in the text

Explore figurative language and the way it conveys meaning

Identify how structure and presentation contribute to the meaning of a text i.e. diary in 1st person, nonsense poetry

Writing

Working at the expected standard

Composition: planning, drafting, evaluating, editing and proof reading

Plan and write narratives with clear structure and greater detail eg: beginning, build up, problem, resolution, ending

Evaluate the effectiveness of own and other's writing suggesting improvements to grammar, vocabulary and punctuation to improve consistency

Proof read and show changes for spelling, punctuation and grammar errors.

Use a writing plan appropriate to genre and develop content, word choices, description etc

Composition: structure and organising

Writing demonstrates key features and language structures from text type being studied.

To use a range of different sentences in all pieces of written work

Use paragraphs in fiction and non-fiction writing to indicate new theme, time place or speaker

Use headings, sub headings and bullet points to structure non-fiction writing.

Create characters with some interaction and description of feelings

Composition: applying vocab, grammar and punctuation

Use preposition phrases to express time and place eg: on top of the box, on Tuesday afternoon, with commas

Use fronted conjunctions, with a comma, to start sentences,

Use adverbs and adverbial phrases for how often and why (fronted adverbial phrases) with comma eg: Twice a week, Because we didn't have any,

Use expanded noun phrases with modifying adjectives and propositional phrases eg: the strict teacher with curly hair

Write sentences with a wider range of conjunctions eg: if, although, before, while

Use the present perfect forms of verbs in contrast to the simple past tense eg: has been, has gone

Use inverted commas and associated speech punctuation correctly eg: CL for start, punctuation at end

Use all punctuation taught in Year 2, 3 and 4 correctly and consistently

Transcription: spelling (single words within a sentence)

Make appropriate use of the plural possessives eg: the girls' coats

Spell further homophones and homonyms and words that are often mis-spelt

Spell most of the Year 3/4 common exception words

Transcription: handwriting

Increase the legibility, consistency and quality of handwriting

Working at greater depth within the expected standard

Spell all of the Year 3/4 common exception words consistently

Use inverted commas for split speech.