### Word Reading

**Reading**

**Transcription**

**Writing**

* 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 correspon- dences between spelling and sound, and where these occur in the word
* Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

### Reading 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 under- standing 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 in- formation
* Identify how the writer has used precise word choices for ef- fect 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 dis- cussion
* Explain why text types are organised in a certain way
* 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 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 sup- port 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, for example, ‘The strict teacher with curly hair’
* Use other punctuation in direct speech, including a comma after the re- porting clause; use apostrophes to mark plural possession; and use com- mas after fronted adverbials