

English – Year 4 – Tracker - Statutory Age Expected Requirement for in Year 4		Working Towards	Achieved	Achieved in depth
Reading – Word Reading	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words they meet			
	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
Reading - Comprehension	<b>develop positive attitudes to reading and understanding of what they read by:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
	reading books that are structured in different ways and reading for a range of purposes			
	using dictionaries to check the meaning of words that they have read			
	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
	identifying themes and conventions in a wide range of books			
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
	discussing words and phrases that capture the reader's interest and imagination			
	recognising some different forms of poetry [for example, free verse, narrative poetry]			
	<b>understand what they read, in books they can read independently, by:</b> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			
	asking questions to improve their understanding of a text			
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
	predicting what might happen from details stated and implied			
	identifying main ideas drawn from more than one paragraph and summarising these			
	identifying how language, structure, and presentation contribute to meaning			
	retrieve and record information from non-fiction			
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.				
Writing Transcription	<b>Spelling (see <a href="#">English Appendix 1</a>)</b> use further prefixes and suffixes and understand how to add them - Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> , <i>sub-</i> , <i>super-</i> also to know how these affect meaning]			
	Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box]			
	spell further homophones			
	spell words that are often misspelt ( <a href="#">English Appendix 1</a> )			
	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]			
	use the first two or three letters of a word to check its spelling in a dictionary			
	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
<b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]				
Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			
	increase the legibility, consistency and quality of their handwriting: 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			
Writing Composition	<b>plan their writing by:</b>			
	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar			
	discussing and recording ideas			
	<b>draft and write by:</b> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ( <a href="#">English Appendix 2</a> )			
	organising paragraphs around a theme			
	in narratives, creating settings, characters and plot			
	in non-narrative material, using simple organisational devices [for example, headings and sub-headings]			
	<b>evaluate and edit by:</b>			
	assessing the effectiveness of their own and others' writing and suggesting improvements			
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences				
proof-read for spelling and punctuation errors				
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.				
Writing, Vocabulary, Grammar and Punctuation	<b>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</b>			
	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			
	using the present perfect form of verbs in contrast to the past tense - the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]			
	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although and use Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )			
	using conjunctions, adverbs and prepositions to express time and cause - Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]			
	using fronted adverbials - <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]			
	learning the grammar for years 3 and 4 in <a href="#">English Appendix 2</a>			
	<b>indicate grammatical and other features by:</b> using commas after fronted adverbials			
	indicating possession by using the possessive apostrophe with plural nouns - [for example, <i>the girl's name, the girls' names</i> ]			
	using and punctuating direct speech – Inverted Commas			
use and understand the <b>grammatical terminology</b> in <a href="#">English Appendix 2</a> accurately and appropriately when discussing their writing and reading. preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') determiner pronoun, possessive pronoun, adverbial				

APPENDIX 1 – Years 3 and 4 - Spelling

Statutory Requirement	Rules and Guidance	Example Words
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings. The prefix <b>in-</b> can mean both 'not' and 'in/into'. In the words given here it means 'not'. Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il-</b> . Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> . Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> . <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.	<b>dis-</b> : disappoint, disagree, disobey <b>mis-</b> : misbehave, mislead, misspell (mis + spell) <b>in-</b> : inactive, incorrect, illegal, illegible, immature, immortal, impossible, impatient, imperfect <b>re-</b> : redo, refresh, return, reappear, redecorate. <b>sub-</b> : subdivide, subheading, submarine, submerge
The suffix <b>-ation</b> and The suffix <b>-ly</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply. The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words. <b>Exceptions:</b> (1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b> , but only if the root word has more than one syllable. (2) If the root word ends with <b>-le</b> , the <b>-le</b> is changed to <b>-ly</b> . (3) If the root word ends with <b>-ic</b> , <b>-ally</b> is added rather than just <b>-ly</b> , except in the word <i>publicly</i> . (4) The words <i>truly</i> , <i>duly</i> , <i>wholly</i> .	information, adoration, sensation, preparation, admiration  sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) <b>Exceptions:</b> 1) happily, angrily // 2) gently, simply, humbly, nobly // 3) basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt <b>-sure</b> . The ending sounding like /tʃə/ is often spelt <b>-ture</b> , but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher</i> , <i>catcher</i> , <i>richer</i> , <i>stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as <b>-sion</b> .	division, invasion, confusion, decision, collision, television
The suffix <b>-ous</b>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. <b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b> , but a few words have <b>e</b> .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous  serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt <b>-tion</b> , <b>-sion</b> , <b>-ssion</b> , <b>-cian</b>	Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word. <b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b> . <b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b> . <b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b> . <b>Exceptions:</b> <i>attend</i> – <i>attention</i> , <i>intend</i> – <i>intention</i> . <b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension  musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt <b>ch</b> (Greek in origin) Words with the /ʃ/ sound spelt <b>ch</b> (mostly French in origin) // Words ending with the /g/ sound spelt <b>-gue</b> and the /k/ sound spelt <b>-que</b> (French in origin) /// Words with the /s/ sound spelt <b>sc</b> (Latin in origin)		Greek: scheme, chorus, chemist, echo, character French: chef, chalet, machine, brochure French: league, tongue, antique, unique science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt <b>ei</b> , <b>ei</b> , or <b>ey</b>		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <b>is</b> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's <b>(Note:</b> singular proper nouns ending in an <b>s</b> use the 's' suffix e.g. Cyprus's population)
Homophones and near-homophones	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	

Word List – Spellings – Year 3 and 4

accident(ally)	calendar	disappear	grammar	learn	particular	purpose	strange
actual(ly)	caught	early	group	length	peculiar	quarter	strength
address	centre	earth	guard	library	perhaps	question	suppose
answer	century	eight/eighth	guide heard	material	popular	recent	surprise
appear	certain	enough	heart	medicine	position	regular	therefore
arrive	circle	exercise	height	mention	possess(ion)	reign	though/although
believe	complete	experience	history	minute	possible	remember	thought
bicycle	consider	experiment	imagine	natural	potatoes	sentence	through
breath	continue	extreme	increase	naughty	pressure	separate	various
breathe	decide	famous	important	notice	probably	special	weight
build	describe	favourite	interest	occasion(ally)	promise	straight	woman/women
busy/business	different	February	island	often			
	difficult	forward(s)	knowledge	opposite			
		fruit		ordinary			

APPENDIX 2 – Year 4 – Vocabulary Grammar and Punctuation

Year 4 Appendix 2 Vocabulary, Grammar and Punctuation – Year 4	
Word	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day</i> , <i>I heard the bad news.</i> ]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
Terminology	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial