

Year 4 Annual Reading Targets

All the targets below are to be achieved through age-appropriate texts

- I can use known words to understand new words
- I can use unusually spelled words I know to help make a good effort at pronouncing unfamiliar ones. e.g. business, medicine, separate, surprise.
- I can listen attentively and join in discussion about a range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.
- I can make comparisons within and between books, comparing characters and settings.
- I can retell stories and sections of a book I have read, some of these orally, giving additional detail which is interesting and appropriate.
- I can identify some simple book genres and can express a preference.
- I can identify and discuss some themes and conventions in text.
- I can perform poems, using intonation, tone and volume, and can use drama approaches to help understanding.
- I can identify and name some different forms of poetry and describe their features

- I use a dictionary to check the meaning of words I encounter when reading.
- I check what I have read makes sense, making corrections or discussing the possible meaning of a new word.
- I ask myself questions to improve my understanding when reading.
- I can identify and summarise the main ideas in paragraphs.
- I can make correct inferences from what I have read, often using evidence from the text.
- I will modify my inferences through discussion.
- I use my own experience of similar texts to predict what might happen next.
- I identify clues the writer has planted for the reader
- I can identify words or phrases that interest, inspire or intrigue me from my reading and say the effect on them as a reader.
- I can identify distinctive language, structural and presentational features in my own reading and show my understanding of how these help the reader draw meaning from the text.
- Based on the front cover, I can identify questions to be answered and use the book to answer them.
- I can discuss my reading groups and with the whole class and can build on what others say, possibly taking on a specific role within a group discussion.

Year 4 Annual Writing Targets

- I can plan, draft and write my ideas, rehearsing sentences and using a richland varied vocabulary.
- I can write with accuracy and good punctuation.
- I organise writing into paragraphs
- I use adverbs, prepositions, nouns and pronouns for cohesion within and across sentences.
- I use a style to suit the purpose of the task.
- I can vary sentence structure and type.
- I use conjunctions of coordination (for, and, nor, but, or, yet, so) and subordination (however, despite, although, nevertheless).
- I maintain accuracy of tense.
- I use a range of verb forms correctly (past, present, future, continuous and perfect).
- I use fronted adverbials (with commas).
- I use all the year 1, 2 and 3 punctuation correctly.
- I use inverted commas mostly correctly, and use a comma to introduce speech.
- I use apostrophes accurately for for possession (singular and plural) e.g. girl's, girls'
- I can spell most year 3/4 words accurately, including prefixes, suffixes and homophones.
- I can use a dictionary to check unfamiliar spellings
- My handwriting is legible and often joined.
- I edit and improve my work as I write.