



End of Year 4 Expectations - English

We hope that the following information will help you to understand what your child should be able to do by the end of Year 4.

Handwriting

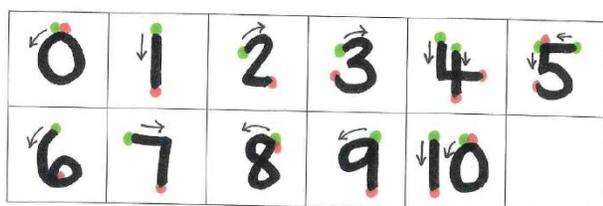
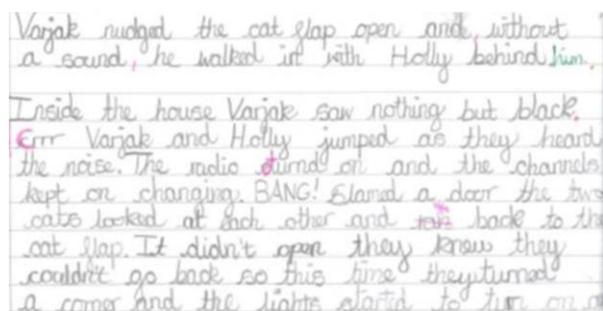
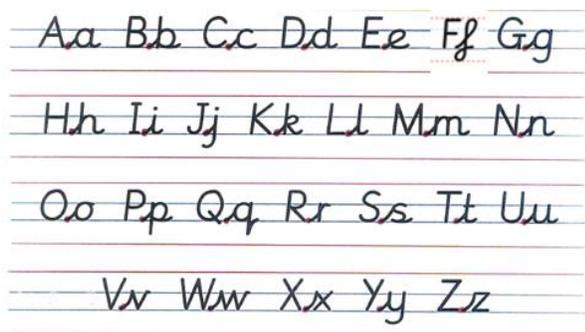
By the end of Year 4, children should be able to use neat, fluent and joined handwriting. Letter sizes are consistent and all work is neat and clearly presented. Neat, joined handwriting should also be used when improvements are being made to work.

Joining...

The teaching of joining is broken down into the following areas:

- diagonal join to ascender: *at, th, ch, cl*
- diagonal join, no ascender: *in, im, cr, dr, tr, lp, mp, ai, ay, ine, ime*
- diagonal join, no ascender, to anticlockwise letter: *id, ig, nd, ld, ng, ice, ide*
- horizontal join, no ascender: *op, om, one, ow, ou, oy, oi*
- horizontal join, no ascender, to anticlockwise letter: *oa, og, ode, wa, wo*
- horizontal join to ascender: *ot, ot, wh, oh, ole, obe, oot, ool*
- joins to and from tricky letters (f, e, r, s):
 - *af, if, ft, fl, fu, fe, ff*
 - *ee, ea, ear, er, ere*
 - *ur, ir, or, oor, ut, ut, air, er, re, pre*
 - *ws, es, sh, si, su, se, sp, sm, ss*
- joins from b and p: *bi, bu, pi, pu, ba, ba, pa, pa, bl, ph*

This is how we form our letters. Each letter has a lead in line that starts on the line. The red dot on each letter shows you where to begin. The information below shows how to form each number correctly.



We encourage all children to read to an adult at least 5 times a week in Year 4. Throughout Year 4, children will read a variety of texts, demonstrating an awareness of audience by reading with expression and changes of pace. They will develop their skills of prediction and draw inferences from a text e.g. inferring a

Please ensure your child brings their reading book and green reading diary to school every day.

Please initial the reading diary or write a comment when you have read with your child at home.

character's feelings. They will also retrieve information from simple non-fiction texts using devices such as contents page, indexes and glossaries.

By the end of Year 4, we hope that children will be reading independently, selecting books from their classroom reading area or our school library.



In Years 3 and 4, children will be learning to spell and use the spellings below. By the end of Year 4, children should also be able to spell a range of words containing a wide range of spelling patterns. The spelling patterns and examples of words are listed below.

Year 3 and 4 Statutory Spellings						
accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	thought
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breath	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

'y' – myth, Egypt, gym, pyramid, mystery
'u' – young, touch, double, trouble, country
'k' – scheme, chorus, chemist, echo, character
'sh' – chef, chalet, machine, brochure
'g' – league, tongue
'q' – antique, unique
'ei, eigh, ey' – vein, weigh, eight, neighbour, they, obey
-sure, -ture, -sion – measure, treasure, creature, furniture, division, invasion
-tion, -sion, -ssion, -cian – invention, television, possession, magician,
Sc – science, scene, crescent, fascinate
prefix –dis, mis, in, re, il, im, ir, sub, inter, super, anti, auto – disappoint, disagree, misbehave, inactive, incorrect, redo, refresh, illegal, impossible, irregular, subheading, interact, supermarket, anticlockwise, autograph
suffix –ly, ous, ation – happily, gently, tremendous, information, preparation
possessive apostrophe with plural words – girls', boys' babies'
homophones and near homophones – break / brake, piece / peace, weather / whether

Writing

By the end of Year 4, children should be able to create fiction and non-fiction pieces of writing using a consistent and appropriate structure. Writing will be organised into paragraphs and narratives will be written with a coherent plot and a clear beginning, middle and end. A consistent tense will be used throughout a piece of writing and sentences will be punctuated correctly with full stops, capital letters, question marks, exclamation marks and speech marks. To make their writing more effective, children will include complex sentences, fronted adverbials and prepositional phrases. Children will continue to re-read their writing to check for errors and make improvements.

Fronted Adverbials

Fronted Adverbials are words, phrases or clauses at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly joyous,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	



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My house was untidy, damp and dusty. I lived there with my grumpy grandma. I just me and my grumpy grandma, alone. After dinner, I decided to take a walk in the old creepy woods. In the sky, the moon rose up and the woods got darker and colder. Near the trees, I could see the leaves falling down the from the trees moving left and right. The owls inside the tall, brown trees stared at me like a creepy watcher, staring at my sweaty face. In the left of my position, I saw an eerie glow orange glow near the abandoned cabin and then I realized that someone was watching me...

Biography of Julius Caesar

Introduction

Gaius Julius Caesar was born in 100 BC, July in Italy. Julius Caesar was never emperor of Rome, but he was in the First Triumvirate with Pompey the Great and Crassus. He was born a bit of a wealthy household but was not rich. Julius Caesar ~~was~~ died on the 15th March 44 BC. His greatest achievement was almost conquering Britannia.

Using Modifying Adjectives and Preposition Phrases - to create expanded noun phrases

An expanded noun phrase provides extra information about the noun. You can use adjectives and preposition phrases to modify the description given by the noun and provide clarity in your writing.

noun phrase

your sister
the town
the castle
a man
my bag
some cats
a bunch of flowers
my cousin
the bird
our car
the meal
the tree
an insect
the present

adjectives

colour – red, green, turquoise, silver, gold, blue, purple, white, black
size – gigantic, minuscule, huge, miniature, tiny, vast, colossal, massive, enormous
condition – pristine, shabby, neat, tidy, dirty, tatty, dilapidated, spotless
age – ancient, young, ten-year-old, newborn, prehistoric, old, new
personality – kind, obnoxious, shy, generous, grumpy, mischievous, cunning, helpful, friendly
texture – wrinkly, silky, smooth, shiny, crumpled, prickly, bumpy, crunchy, soft, hard
feeling – despondent, ecstatic, indecisive, heartbroken, exhausted, agitated, anxious, jovial
appearance – muscular, cute, handsome, gruesome, thin, fat, tall, blue-eyed, colourful, hideous
shape – circular, square, oval, rectangular, irregular
origin/ nationality – British, Greek, Norse, Viking, Roman, Welsh, Spanish

preposition phrase

beside the river
near the town
with the ____ hair
in the water
down the road
during the night
through the winter
this evening
on the table
between the houses
underneath the waterfall
before morning
towards home
from my grandparents
because of the weather

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