

Core learning in literacy by year

Year 4

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	6. Word structure and spelling	7. Understanding and interpreting texts
Offer reasons and evidence for their views, considering alternative opinions	Listen to a speaker, make notes on the talk and use notes to develop a role-play	Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor	Create roles showing how behaviour can be interpreted from different viewpoints	Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words	Identify and summarise evidence from a text to support a hypothesis
Respond appropriately to the contributions of others in the light of differing viewpoints	Compare the different contributions of music, words and images in short extracts from TV programmes	Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans	Develop scripts based on improvisation	Distinguish the spelling and meaning of common homophones	Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
Tell stories effectively and convey detailed information coherently for listeners	Identify how talk varies with age, familiarity, gender and purpose	Identify the main points of each speaker, compare their arguments and how they are presented	Comment constructively on plays and performances, discussing effects and how they are achieved	Know and apply common spelling rules	Use knowledge of different organisational features of texts to find information effectively
Use and reflect on some ground rules for sustaining talk and interactions				Develop a range of personal strategies for learning new and irregular words	Use knowledge of word structures and origins to develop their understanding of word meanings
					Explain how writers use figurative and expressive language to create images and atmosphere

Foundation Stage objectives in bold refer to the Early Learning Goals.

Throughout this document, the specific objectives identified for the Foundation Stage are dependent upon the outcomes of the consultation on the EYFS.

Most children learn to:

8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
Read extensively favourite authors or genres and experiment with other types of text	Develop and refine ideas in writing using planning and problem-solving strategies	Organise text into paragraphs to distinguish between different information, events or processes	Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)	Write consistently with neat, legible and joined handwriting
Interrogate texts to deepen and clarify understanding and response	Use settings and characterisation to engage readers' interest	Use adverbs and conjunctions to establish cohesion within paragraphs	Use commas to mark clauses, and use the apostrophe for possession	Use wordprocessing packages to present written work and continue to increase speed and accuracy in typing
Explore why and how writers write, including through face-to-face and online contact with authors	Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts			
	Show imagination through the language used to create emphasis, humour, atmosphere or suspense			
	Choose and combine words, images and other features for particular effects			

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