

I can	English – Year 4 (expected)	Date	
		Secure	Greater Depth
Word Reading	Explain the meaning of new words. <i>(e.g. uses knowledge of root words, prefixes and suffixes to understand new words with minimal impact on fluency)</i>		
	Read words that I have never seen before. <i>(i.e. chooses the most appropriate pronunciation of an unfamiliar word)</i>		
Comprehension	Discuss how different stories are structured. <i>(compares and begins to give opinions on effectiveness of structure)</i>		
	Read a wide range of different types of fiction and non-fiction texts.		
	Use a dictionary to check the meaning of new words.		
	Discuss lots of different stories I have previously read.		
	Retell a story that I have read before.		
	Describe and discuss the theme and conventions of some books.		
	Prepare a poem for performance, demonstrating how tone, intonation, volume and action contribute to meaning.		
	Prepare a play for performance, demonstrating how tone, intonation, volume and action contribute to meaning.		
	Ask questions to help me understand a text. <i>E.g. I wonder why...or is it because...?</i>		
	Check that what I am reading makes sense to me and explain what I am reading by self-correcting or discussing meaning		
	Infer information about the feelings, thoughts and motives of characters from what I am reading, from what I am reading and often using evidence from the text.		
	Predict what might happen from details stated and implied. <i>(e.g. usually identifies clues the writer has planted for the reader)</i>		
	Summarise the main ideas in a text of more than one paragraph. <i>(usually in one or two sentences using key vocabulary from the text)</i>		
	Tell you how the language, structure and presentation add to the meaning of a text explaining interesting words and phrases.		
	Join in with classroom discussions.		
	Find and record information from non-fiction.		
	Talk about books I have read at school and at home.		

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Transcription	Explain what a prefix and a suffix are. <i>(e.g. ir-, re-, sub-)</i>		
	Spell many homophones. <i>(e.g. whose/ who's, meddle/ medal etc.)</i>		
	Correctly spell commonly misspelled words from Yr. 3/4 word list		
	Use the possessive apostrophe consistently for singular and plural use. <i>(e.g. boys', animals'; children's, mice's)</i>		
	Check words in a dictionary.		
Composition	Write sentences that have been dictated to me.		
	Discuss what I plan to write before I begin writing.		
	Draft the work I am planning to complete orally and on paper.		
	Create settings, characters and a plot for a story. <i>(e.g. 2 or 3 characters, coherent plot and descriptions containing some detail)</i>		
	Organise paragraphs around a theme, accurately demarcating them on page, with some development within and between them.		
	Use headings and sub-headings.		
	Evaluate and edit my work checking for spelling and vocabulary errors.		
	Evaluate other people's work.		
Handwriting	Read my work out loud in front of the class.		
	Join up letters and understand which letters should be joined up.		
Vocabulary, grammar and punctuation	Write in cursive handwriting smoothly and legibly.		
	Write sentences that have a subordinating clause at the beginning, in the middle or at the end of a sentence.		
	Use lots of conjunctions like when, if, because, although.		
	Use the present perfect form of verbs.		
	Use adverbs, conjunctions and prepositions to express time and cause.		
	Uses a comma after fronted adverbials.		
	Use the grammar I have learned.		
	Punctuate direct speech using inverted commas consistently.		
	Use the correct nouns and pronouns to achieve clarity and cohesion.		