Knowsley Junior School

English Skills and Knowledge in Year 4

	Skills and Knowledge
Reading: Word Recognition	• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Use and understand grammatical and linguistic terminology (e.g. noun, verb, adjective, adverb, clause, subordinate clause, relative clause) when discussing texts. **Non-statutory skills linked to the Writing Framework 2025** • Use combined knowledge of phonemes, morphology, and word derivations to read aloud complex or unfamiliar words accurately. • Recognise patterns in spelling across words to support fluent reading.
Reading: Comprehension	• Know which books to select for specific purposes, especially in relation to science, history and geography learning. • Use dictionaries to check the meaning of unfamiliar words. • Discuss and record words and phrases that writers use to engage and impact on the reader. • Know and recognise some of the literary conventions in text types covered. • Prepare and perform poems, play scripts or passages aloud with appropriate intonation, tone, volume and action. • Explain the meaning of words in context. • Ask questions to improve understanding of a text. • Infer meanings and begin to justify them with evidence from the text. • Predict what might happen from details stated and deduced information. • Identify how the writer has used precise word choices for effect to impact on the reader. • Identify some text type organisational features (e.g. narrative, explanation, persuasion). • Retrieve and record information from non-fiction. • Make connections with prior knowledge and experience. • Begin to build on others' ideas and opinions about a text in discussion. • Explain why text types are organised in a certain way. • Identify and summarise the main ideas drawn from one or more paragraphs. • Analyse how the author's choice of language, structure and presentation contributes to meaning, tone, mood, and purpose. **Non-statutory skills linked to the Writing Framework 2025**

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	• Ask and answer increasingly complex questions, including inferential and evaluative questions. • Discuss and explain the effect of language choices, including adjectives, verbs, and figurative language. • Summarise key points from longer texts, selecting relevant information. • Predict outcomes using evidence from the text and justify reasoning. • Identify and explain the purpose of a text and its structure. • Make connections across texts, other subjects, or prior knowledge to support understanding.
Writing: Handwriting	• Use the diagonal and horizontal strokes that are needed to join letters. • Improve handwriting so it is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. **Non-statutory skills linked to the Writing Framework 2025** • Write fluently and legibly with increasing speed and stamina when writing at length. • Maintain legibility when writing at speed, ensuring letters are consistent in size and joined appropriately. • Choose handwriting appropriate to purpose and audience (e.g. neat presentation for display or assessment pieces). • Begin to develop personal handwriting style while maintaining legibility and consistency.
Writing: Punctuation and Grammar	• Use noun phases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. ‘the teacher’ expanded to: ‘the strict maths teacher with curly hair’). • Use fronted adverbials (e.g. Later that day, I heard the bad news). • Use standard English forms for verb inflections instead of local spoken forms (we were, not we was). • Use paragraphs to organise ideas around a theme. • Choose appropriate pronouns and nouns within and across sentences to aid cohesion and avoid repetition. • Use linking words, adverbials, and pronouns to ensure cohesion within and across sentences/paragraphs. • Include subordinate clauses (relative and adverbial clauses) to extend sentences. • Punctuation • Use inverted commas and other punctuation to indicate direct speech. • Use apostrophes to mark plural possession. • Understand the grammatical difference between plural and possessive. • Use commas after fronted adverbials. **Non-statutory skills linked to the Writing Framework 2025**

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	• Consolidate understanding of main and subordinate clauses, recognising how they are connected through conjunctions and relative pronouns. • Use a wider range of conjunctions, adverbs and prepositions to express time, place and cause. • Use pronouns and nouns precisely to maintain clarity and avoid ambiguity. • Identify and use determiners accurately to specify quantity or reference (e.g. a, an, the, some, many). • Recognise and use standard English verb inflections consistently (e.g. we were, I did). • Begin to use paragraphs and cohesive devices to link ideas across a text (e.g. adverbials of time, pronouns, repetition of key phrases). • Identify and use expanded noun phrases and relative clauses to add detail and precision. • Use commas accurately to mark clauses in complex sentences. • Use and understand grammatical terminology accurately when discussing writing and reading.
Writing: Spelling **Writing: Spelling**	• Spell words with prefixes and suffixes and add them to root words (e.g. ation, ous, ion, ian). • Recognise and spell homophones (e.g. accept and except, whose and who's). • Use the first two or three letters of a word to check a spelling in a dictionary. • Spell the commonly mis-spelt words from the Y3/4 word list. • Write from memory simple dictated sentences that include words and punctuation taught so far. **Non-statutory skills linked to the Writing Framework 2025** • Use knowledge of morphology (roots, prefixes, suffixes) and etymology to support spelling accuracy and understanding. • Apply spelling rules consistently when adding prefixes and suffixes, including those that change word endings (e.g. -y to -ies). • Learn and apply spelling rules for words ending in -sure, -ture, -sion, -tion, and -cian. • Use independent strategies for checking and correcting spellings, including proof-reading and electronic tools where appropriate. • Write from memory dictated sentences using words and punctuation taught so far. • Understand that the meaning of a word can often be determined through its root and affixes.
Writing: Composition	• Compose sentences using a range of sentence structures. • Orally rehearse a sentence or a sequence of sentences. • Write a narrative with a clear structure, setting and plot. • Use a range of sentences which have more than one clause. • Improve writing by changing grammar and vocabulary to improve consistency.

	• Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • Use fronted adverbials (e.g. 'Later that day, I went shopping.'). • Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases (e.g. 'The strict teacher with curly hair.'). • Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; use commas after fronted adverbials. • Compose sentences using a wider range of structures, linked to the grammar objectives. • Write in paragraphs. • Choose vocabulary, grammar, and style appropriate to audience, purpose, and context (e.g. narrative, instruction, persuasive writing). **Non-statutory skills linked to the Writing Framework 2025** • Orally rehearse sentences or sequences of sentences before writing. • Focus on sentence-level composition, building from simple to complex structures. • Teach grammar in context, rather than in isolation. • Use modelled writing and scaffolded instruction to support learning. • Develop cohesion within and across paragraphs using a range of devices. • Encourage the use of a varied vocabulary to enhance expression. • Incorporate structured talk to build vocabulary and fluency.