



**St Augustine's
Catholic Voluntary Academy**

Year Four Targets



This booklet provides information for parents and carers on the end of year expectations for children in our school. These expectations are the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please contact to your child's teacher.



Reading

- I can apply knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking word.
- I can use dictionaries to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I am beginning to understand simple themes in books.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context and ask questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and deduced information.
- I can identify some text type organisational features, for example, narrative, explanation, persuasion.
- I can retrieve and record information from non-fiction.

Writing

- I can write a narrative with a clear structure, setting, characters and plot.
- I can compose sentences using a wider range of structures, linked to the grammar objectives.
- I can orally rehearse structured sentences or sequences of sentences.
- I can begin to open paragraphs with topic sentences.
- I can make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences.
- I can use a range of sentences with more than one clause.
- I can use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
- I can use fronted adverbials, for example, 'Later that day, I went shopping.'
- I can use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair.'
- I can use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials.
- I can spell identified commonly misspelt words from Year 3 and 4 word list.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words with additional prefixes and suffixes and recognise and spell homophones such as 'sail' and 'sale.'



- I can write with joined handwriting that is increasingly legible with correctly formed letters.

