Reading

- Read further exception words, including those with unusual spelling / sound links (e.g. myth, unique, tongue, double, science)
- Choose to use a dictionary to check the meaning of unknown words
- Can use non-fiction features such as contents page, glossary and index to locate information
- Choose to read a wider range of books and authors
- Check that a text makes sense, including explaining the meaning of words in context
- Read and discuss differences between types of poems.
- Identify how structure and presentation of a piece of text contribute to meaning
- Identify how language choice by an author contributes to meaning within a piece of text
- Discuss words and phrases which capture the reader's interest and why
- Identify themes in a range of books
- Identify and summarise the main ideas drawn from more than one paragraph
- Use evidence to justify comments made about a piece of text
- Predict what might happen from details implied in books read
- Perform plays and poetry aloud using intonation (expression), tone, volume and action

Writing

- Apply spelling rules to spell tricky words from y3 / y4 list
- Choose a dictionary to check a spellings
- Use the possessive apostrophe with plurals (for example, the girl's name, the girls' names)
- Use fronted adverbials to say when, where or how, e.g. Late last night, the man left the house.
- Recognise and use verb inflections for the past, present and future tense e.g. ran (past tense), running (present / future tense), run (future tense)
- Use and punctuate speech correctly in a piece of writing
- Use conjunctions,(however, although) adverbs (quietly, anxiously) and prepositions (underneath, behind) for desired effect
- Proofread own work for spelling, grammar, punctuation and to make sure it makes sense
- Read aloud own work using appropriate intonation (expression), tone and volume
- Write in a variety of styles e.g. story, report, letter
- Apply organisational devices and paragraphing in non-fiction writing
- Develop characters, settings and plot with increasing detail within writing
- Recognise some of the differences between Standard English and non Standard English (formal and informal writing)
- Use appropriate features to create a piece of writing which suits the purpose and engages the audience

Grammar and Punctuation

- Use noun phrases 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 paragraphs to organise ideas around a theme
- Use inverted commas and other punctuation to indicate direct speech [for example **The conductor shouted, "Sit down!"**]
- **Use commas after fronted adverbials [for example** later that day, I heard the bad news.]