

Rakegate Primary School
Knowledge and Skills for Year 4



<p>Key: Speaking and Listening Reading and Writing Grammar Songs, stories and rhymes</p>	<p style="text-align: center;">Working Towards</p>	<p style="text-align: center;">Expected</p>	<p style="text-align: center;">Greater De[pth]</p>	<p style="text-align: center;">Knowledge and Skills:</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Listen and recognise key vocabulary in a simple sentence • Say a simple sentence with support • Answer a familiar question • Join in with some words from a song, story or rhyme • Read and recognises key vocabulary of simple sentence • Write familiar words using a model 	<ul style="list-style-type: none"> • Listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective • Ask and answer familiar questions with support • Use familiar vocabulary to say simple sentences • Join in with the words of a song, rhyme, story sometimes from memory • Recognise the sound of some letter strings • Read aloud simple sentences • Find meanings in a bi-lingual dictionary • Read and write a simple sentence using a model and some from memory 	<ul style="list-style-type: none"> • Produce confidently a sentence negative or positive with an indefinite article, noun singular and maybe adjective or plural noun and high frequency verb • Ask familiar questions and answers confidently • Read familiar sentences confidently using phonic knowledge and silent letter rules • Write simple sentences from memory with accuracy • Demonstrate understanding of plural nouns • Explain why there are 2 words for indefinite article 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • listen attentively and show understanding by joining in and responding. • link the spelling, sound and meaning of words. • ask and answer questions • express opinions and respond to those of others. • ask for clarification and help. • speak in sentences. <p>Reading and Writing</p> <ul style="list-style-type: none"> • read and show understanding of words, phrases and simple texts. • read aloud with accurate pronunciation. • understand new words that are introduced into familiar written material • use a dictionary. • write words and phrases from memory. • adapt phrases to create new sentences. • describe people, places, things and actions in writing. <p>Grammar</p> <ul style="list-style-type: none"> • gender of nouns - definite and indefinite articles. • singular and plural forms of nouns. • adjectives (place and agreement). • conjugation of key verbs (and making verbs negative).

				<ul style="list-style-type: none"> connectives and qualifiers, adverbs of time, prepositions of place. <p style="color: red; font-weight: bold;">Songs, stories and rhymes</p>
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Children Working Towards	Expected	Greater Depth

Year 4 Assessment Opportunities

Listening

- Choose a poem or a song, which practises a phoneme/ word/ phrase children have learnt. Ask the children to listen to the song/poem and to keep a tally, every time they hear the phoneme/word/phrase.
- Throughout the year, play the game Show Me as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 – 20, 21 – 31 and finally 1 – 31. Children show understanding by holding the correct number in the air. This activity can be adapted to show understanding of multiples of 10 up to 100.
- Give children mental calculations to solve using digit cards and working with numbers up to 31 and multiples of 10.
- Dictate a selection of numbers for children to write down.

Speaking

- Ask children to draw their portrait and describe it to a partner e.g. I have blue eyes. I have brown hair. Alternatively, children could draw an imaginary animal and describe it. My animal has six legs. It has a big head.
- Display e.g. a selection of familiar items of food on the board or pictures to represent sports/hobbies. Working in pairs, children ask their partner e.g. Do you like milk/cycling? Look for children who reply using a wider range of verbs such as adore, hate, love and who are able to use the negative correctly i.e. I don't like cycling. NB This activity also shows children's knowledge of grammar.
- In pairs or small groups, and with the support of props/picture cards, prepare and present a short weather report to include day, date, month and weather.

Reading

- Play 'Pass the Word Parcel'. Put cards showing familiar words and short phrases from recent work into a bag. Children pass the bag around. When the music stops, the child holding the bag takes out one card and reads it aloud. For additional challenge, ask children to perform an action to show understanding.
- Distribute phrases or sentences from a familiar story, cut into strips. Re-read the story and, when children hear their phrase or sentence they wave it in the air.
- Give children an extract from a song, story or poem, which practises a phoneme/grapheme children have learnt. Read the extract aloud and ask children to circle the grapheme (corresponding to the selected phoneme) each time they can hear it.
- Give children a short text e.g. email, simple weather report, description of an animal and ask children to extract simple information.

Writing

- In pairs or small groups, ask children to design a poster to show what they have been learning in a recent series of lessons. They use a word bank to support writing but write some words and phrases from memory.
- Children create a minibook with illustrations using familiar language about their family, hobbies, favourite foods.

Knowledge of Grammar

- Children work in groups. Give each group a large foam dice labelled with a selection of definite/indefinite article (singular and plural) and picture cards of nouns from current area of learning. Children throw the dice and match e.g. feminine article with correct noun.
- In pairs, children order word cards to make a sentence, which includes an adjective. Repeat the above activity but include colour adjectives in their masculine and feminine form.
- In groups, children make a Human Sentence to show understanding of how to form the negative.