

Stage 4

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 4:

Fiction:

Genres: *historical stories; fantasy stories; stories about issues and dilemmas*

Poetry: *poems from different times and cultures; poems that use simple imagery*

Plays: *playscripts that show a range of dramatic conventions, e.g. information to set the scene, stage directions, different acts*

Non-fiction:

Recounts: *news and magazine articles; diary entries*

Explanations: *in a range of different formats*

Persuasive texts: *adverts*

Reading

Word structure (phonics)

- **4Rw.01** Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information.
- **4Rw.02** Identify stressed and unstressed syllables in multi-syllabic words.
- ***4Rw.03** Extend the range of common words recognised on sight, including homophones and near-homophones.

Writing

Word structure (spelling)

- **4Ww.01** Explore and use silent letters (e.g. *knife*, *lamb*) and different spellings of words with vowel phonemes (e.g. short vowel phonemes: *umbrella*, *young* and *love* ('o' before 'v'); long vowel phonemes after 'w': *want*, *war*, *water*, *word*).
- **4Ww.02** Explore and use spelling patterns for pluralisation, including -s, -es, -y/-ies and -f/-ves.
- **4Ww.03** Spell words with a range of common prefixes and suffixes, including *trans-*, *pre-*, *-ion*, *-ation* and *-ous*.
- **4Ww.04** Explore and build words with related roots and meanings, e.g. *medical*, *medicine*; *sign*, *signal*, *signature*.
- **4Ww.05** Spell common homophones correctly to match their grammatical purpose, including *they're*, *their*, *there*.
- **4Ww.06** Spell words with common letter strings but different pronunciations, e.g. *tough*, *through*, *trough*, *plough*.
- **4Ww.07** Generate spelling rules from spelling patterns, and test them.
- **4Ww.08** Use effective strategies, including segmenting, spelling rules, visual memory and mnemonics, to spell a range of unfamiliar regular and exception words correctly.
- ***4Ww.09** Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

Reading

Vocabulary and language

- **4Rv.01** Use context to suggest synonyms for unfamiliar words.
- **4Rv.02** Explore words with common roots and compare their meanings.
- ***4Rv.03** Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- **4Rv.04** Use as many initial letters as necessary to organise words in alphabetical order, and to locate words in dictionaries and glossaries.
- **4Rv.05** Explore and comment on how a writer's choice of words, including verbs, strengthens the impact on the reader, e.g. *rushed* instead of *went*.
- **4Rv.06** Explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning).
- **4Rv.07** Identify and recognise meaning of figurative language in texts, including alliteration and similes, e.g. *as ... as ...*
- **4Rv.08** Comment on the impact of figurative language in texts, including alliteration and similes.

Writing

Vocabulary and language

- ***4Wv.01** Use specialised vocabulary accurately to match a familiar topic.
- **4Wv.02** Explore and use alternatives for overused words and phrases.
- **4Wv.03** Explore shades of meaning in adjectives and adverbs (e.g. *tepid*, *warm*, *hot*), and use them appropriately in own writing.
- **4Wv.04** Choose and use words (including verbs, e.g. *rushed* instead of *went*) to strengthen the impact of writing.
- **4Wv.05** Use simple figurative language, including alliteration and similes.
- ***4Wv.06** Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

Reading

Grammar and punctuation

- **4Rg.01** Use knowledge of punctuation and grammar to read unfamiliar texts with understanding.
- **4Rg.02** Explore in texts, and understand, the use of commas and apostrophes.
- **4Rg.03** Explore in texts, and understand, the standard layout and punctuation of direct speech.
- **4Rg.04** Explore in texts the use of different connectives in multi-clause sentences.
- **4Rg.05** Identify connectives in texts.
- **4Rg.06** Explore in texts a range of examples of quantifiers, e.g. *either, neither, both*.
- **4Rg.07** Explore in texts examples of adverbs and adverbial phrases, including their purposes.
- **4Rg.08** Identify adverbs in texts.
- **4Rg.09** Explore and understand how past, present and future verb forms are used in texts.
- **4Rg.10** Explore in texts, and understand, subject-verb agreement.

Writing

Grammar and punctuation

- **4Wg.01** Consistently use accurate end-of-sentence punctuation.
- **4Wg.02** Begin to use commas to make the meaning of sentences clearer.
- **4Wg.03** Use apostrophes for singular and plural possession.
- **4Wg.04** Begin to use other punctuation alongside speech marks to punctuate direct speech.
- **4Wg.05** Write multi-clause sentences using a range of connectives.
- **4Wg.06** Use past, present and future verb forms accurately.
- **4Wg.07** Experiment with varying verb forms in texts, including in direct speech.
- **4Wg.08** Use the verb *to be* accurately, including subject-verb agreement for different verb forms.
- **4Wg.09** Use a range of quantifiers appropriately for the context, e.g. *either, neither, both*.
- **4Wg.10** Use adverbs and adverbial phrases appropriately.

Reading

Structure of texts

- **4Rs.01** Explore and describe the main stages in a text from introduction to conclusion.
- ***4Rs.02** Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- **4Rs.03** Explore and recognise how ideas are organised in paragraphs and sections.
- **4Rs.04** Explore and recognise how points are sequenced and linked to develop ideas within and between paragraphs.

Writing

Structure of texts

- **4Ws.01** Develop a logical sequence of ideas, making relationships between them clear.
- **4Ws.02** Use paragraphs and sections consistently to organise ideas.
- **4Ws.03** Use connectives to establish links between paragraphs, e.g. *if, although*.
- ***4Ws.04** Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

Reading

Interpretation of texts

- ***4Ri.01** Understand the difference between fiction and non-fiction texts and locate books by classification.
- ***4Ri.02** Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
- ***4Ri.03** Identify, discuss and compare different fiction genres and their typical characteristics.
- ***4Ri.04** Read and explore a range of non-fiction text types.
- **4Ri.05** Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts persuade the reader.
- ***4Ri.06** Explore explicit meanings in a range of texts.
- **4Ri.07** Identify key words and phrases that establish the main points in a text.
- **4Ri.08** Explain how settings and characters are developed, identifying key words and phrases from the story.
- ***4Ri.09** Explore implicit meanings in a range of texts.
- **4Ri.10** Predict what happens next in a story based on previous events in the story.
- **4Ri.11** Make inferences from texts, including about story settings and characters.
- ***4Ri.12** Begin to distinguish between fact and opinion in texts.
- **4Ri.13** Skim to gain an overall sense of a text.

Writing

Creation of texts

- ***4Wc.01** Develop creative writing in a range of different genres of fiction and types of poems.
- **4Wc.02** Explore and use different ways of planning to inform writing for particular purposes.
- **4Wc.03** Write character profiles to inform story writing.
- **4Wc.04** Develop descriptions of settings and characters to capture the reader's imagination.
- **4Wc.05** Write alternative beginnings and endings for stories.
- **4Wc.06** Begin to express a viewpoint in fiction through a character's opinions about a setting or other characters.
- **4Wc.07** Write a simple original playscript.
- ***4Wc.08** Develop writing for a purpose using language and features appropriate for a range of text types.
- ***4Wc.09** Develop writing of a range of text types for a specified audience, using appropriate content and language.
- **4Wc.10** Adopt a viewpoint in non-fiction writing that is appropriate for the purpose and audience.

Reading

- **4Ri.14** Locate and use relevant information from a text to answer questions.
- ***4Ri.15** Answer questions with some reference to single points in a text.
- **4Ri.16** Recognise, compare and contrast the themes and features of texts.
- **4Ri.17** Identify the viewpoint from which a story is told.

Appreciation and reflection

- ***4Ra.01** Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- **4Ra.02** Express personal responses to texts, including linking characters, settings and events to personal experience.
- **4Ra.03** Develop preferences about favourite books and share recommendations with others.
- **4Ra.04** Comment on how fiction reflects the time or context in which it is set.

Writing

Presentation and reflection

- **4Wp.01** Write legibly, fluently and with increasing speed.
- **4Wp.02** Make short notes to record information from a text and use them to inform writing.
- ***4Wp.03** Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).
- ***4Wp.04** Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.
- ***4Wp.05** Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

Speaking and Listening

Making yourself understood

- **4SLm.01** Speak with accuracy and sometimes at length in a range of familiar contexts.
- **4SLm.02** Sequence relevant information to aid the listener's understanding.
- **4SLm.03** Use vocabulary precisely to make the meaning clear.
- ***4SLm.04** Use non-verbal communication techniques for different purposes.
- ***4SLm.05** Show awareness of an audience, e.g. by adapting language and tone to engage them.

Showing understanding

- **4SLs.01** Listen and respond appropriately, including asking and answering questions to develop ideas.

Group work and discussion

- ***4SLg.01** Begin to take an assigned role within a group.
- ***4SLg.02** Respond politely to another point of view with a personal point of view.
- **4SLg.03** Extend a discussion by contributing relevant comments and questions.
- **4SLg.04** Take turns in a discussion, making links with what others have said.

Performance

- **4SLp.01** Read aloud with expression, adapting the pace and volume appropriate to the content.
- **4SLp.02** Read aloud with accuracy and fluency, showing awareness of punctuation.
- **4SLp.03** Adapt speech, gesture and movement to portray a character in drama.
- **4SLp.04** Plan and deliver a group presentation on a familiar subject, including to a wider audience.

Speaking and Listening

Reflection and evaluation

- ***4SLr.01** Begin to evaluate own and others' talk, including what went well and what could be improved next time.
- **4SLr.02** Comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.