

### Summary of students' performance by the end of Grade 4

#### Word knowledge

Students recognise, understand and use a range of at least 800 high-frequency and personal topic words for listening, speaking reading and writing. They have a secure knowledge of the 16 common vowel spellings from Grades 2 and 3 which they apply in reading and writing. They can hear, pronounce, read and spell the phonemes /eə/ /ɪə/ /ə/.

#### Listening and speaking

Students understand and respond to the main ideas and some detail in stories, factual accounts, reports and dialogues using present and simple past tenses, and future time with *going to*, *will*, *may*, *might*, *could*, *might not*, and *won't*; indefinite pronouns, adverbs of manner, comparatives, superlatives, and a range of familiar negatives, question forms, time phrases and connectives. They understand statements and dialogues about personal information and quantitative descriptions using numbers, money, weights and measures. They follow and respond to monologues and dialogues expressing differing levels of possibility. They respond to questions with short (*yes/no*) or full answers as appropriate.

Students use meta-language to talk about learning English. They speak using up to four simple statements joined with familiar sequencing words. They link final consonants to initial vowels when speaking. They talk about actions, events and situations in the past using the simple past tense with positive and negative statements, in short dialogues and monologues of two or more connected ideas. They accurately use at least 50 irregular past tense verbs with correct pronunciation of regular 'ed' endings. They talk about the future using *going to*, and *will/won't* in positive and negative statements. They make comparisons using a range of adjectives in comparative and superlative forms, and ask for and give advice using *should* and *shouldn't*. They extend their abilities to talk about, make requests and offers, and ask for permission using *can*, *could* and *may*.

#### Reading and writing

Students read independently and intensively, texts of up to 200 words, and begin to read extensively from graded readers in the 500 key word range, including stories with dialogue, factual recounts, information texts, instructions, notes and messages, informal letters, postcards and email texts. They identify and comment on key features of stories and factual recounts, identifying causes for incidents, characters and relationships, referring to the text. They identify and understand dialogue in stories and factual recounts, and some key organisational and language features of factual recount and instructional texts. They read and respond to simple lists, notes, informal letters, postcards and email texts.

Students independently compose and transcribe short connected texts of three or more complete, simple sentences about characters and events in known stories, familiar experiences, straightforward instructions, lists and postcards. They use capital letters, full stops and question marks and use the four basic handwriting joins to write in a legible, cursive script.

## Content and assessment weightings for Grade 4

The emphasis given to each of the main strands of English teaching over the course of the school year should be approximately as follows:

<b>Listening and responding</b>	<b>Speaking to communicate and interact</b>	<b>Reading strategies and responding</b>	<b>Writing strategies and composing</b>
30%	30%	25%	15%

Word knowledge standards are not separately weighted. They should be taught by integrating them into the four main strands.

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### Word knowledge

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#### Students should:

#### 1 Use a range of vocabulary

**1.1** Use and consolidate the 570 active vocabulary words from Grades K–3.

**1.2** Recognise, understand and use a range of approximately 250 additional high-frequency words for listening, speaking, reading and writing, using the recommended list, supplemented with additional words linked to other class work.

*Regular recycling of active words should occur throughout the year across the four skills, using topics and lexical sets to group them in meaningful, memorable contexts. Recycling should include words from earlier grades. This can be done by expanding previous topics with new words from Grade 4, and practising language structures and functions introduced in earlier grades with new lexical sets from Grade 4.*

Extend earlier topics and themes with new words.

- *sports: sail, score, club, ticket, ...*
- *adjectives of appearance/quality: bright, polite, ...*
- *action verbs: decide, climb, ...*
- *state verbs: keep, own, become, ...*
- *town vs. country: change, build, modern, village, ...*
- *health: healthy, medicine, hurt, ...*
- *nature: beach, mountains, sunrise, sunset, ...*
- *school: chapter, dictionary, mark, repeat, ...*
- *measures: weigh, measure, centimetre, kilometre, ...*

Introduce new topics and themes.

- *seasons: summer, winter, ...*
- *senses: feel, smell, ...*
- *shapes: circle, square, plain, ...*
- *materials: plastic, cotton, ...*
- *two-word verbs: look up, carry on, ...*
- *countries and nationalities: language, custom, China, Chinese, ...*
- *danger: fight, save, dangerous, afraid, ...*
- *communications: meeting, conversation, newspaper, film, ...*

#### Key standards

Key performance standards are shown in shaded rectangles, e.g. **1.2**.

#### Examples

The examples given in italics are intended to clarify the standards, not to represent the full range of possible activities.

The recommended key words for this grade are listed at the end of these standards. These lists do not contain all the important grammar words (e.g. verb inflections, conjunctions, pronouns). These are included in the listening and speaking standards to stress the importance of teaching them in context.

A complete list of key words for Grades K–9 is given in section 4 of this document.

1.3 Extend the use of a basic picture dictionary.

## 2 Develop alphabetic and phonic knowledge

2.1 Consolidate knowledge of the main spelling choices for sixteen vowel phonemes from Grades 2–3; recognise and read words containing them: /æ/ (cat), /e/ (men), /ɪ/ (sit), /ɒ/ (not), /ʌ/ (cut), /ʊ/ (book), /eɪ/ (train), /iː/ (meat), /aɪ/ (fly), /əʊ/ (coat), /uː/ (food), /ɔː/ (short), /ɑː/ (star), /ɜː/ (fur), /ɔɪ/ (toy), /aʊ/ (cloud).

2.2 Know vowel phonemes /eə/ /ɪə/ /ə/ with their corresponding common spellings, and recognise and read words containing them.

Phoneme	Common spelling	Example words
/eə/	air a-e	<i>hair, fair, air, pair</i> <i>care, dare</i>
/ɪə/	ear	<i>ear, near, fear</i>
/ə/	a	<i>ago, another, was</i>

2.3 Discriminate syllables in multi-syllabic words, notice the syllabic boundaries in spoken and written forms, and learn to break words down into parts which can be spelt phonically.

*din-ner, chil-dren, news-pa-per, fa-mi-ly*

## 3 Develop spelling knowledge

3.1 Spell *s*-endings *-s*, *-ies* and *-es*, and pronounce /s/ /z/ /ɪz/ for simple present-tense third-person singular verbs and plural nouns; experiment with adding to known verbs and nouns.

Spelling skills should also be linked, where applicable, to pronunciation. See standards 4.1–1.7 for this grade.

Spelling	Pronunciation	Examples from Kindergarten to Grade 3	
		Verbs	Nouns
<b>-s</b>	/s/ after unvoiced consonants	<i>asks, takes, counts, helps</i>	<i>facts, dates, lists, maps</i>
	/z/	<i>A needs, ends, brings, pulls, smiles, swims, runs, hears, lives, grows, buys</i>	<i>A reasons, rules, boys, girls, bags</i>
	A after voiced consonants	<i>B sees, lies, dies</i>	<i>B seas</i>
	B after double vowels	/ɪz/ after /s/ /z/ /dʒ/	<i>dances, closes, loses</i>
<b>-ies</b> after 'y' in consonant cluster	/z/	<i>copies, cries, studies, tries</i>	<i>cities, families, babies, stories</i>

Spelling	Pronunciation	Examples from Kindergarten to Grade 3	
		Verbs	Nouns
-es			
A after /ʃ/ /tʃ/ /ks/	A /ɪz/	<i>A finishes, washes, pushes, teaches, watches, fixes</i>	<i>A beaches, buses, classes, sixes</i>
B after 'o'	B /z/	<i>B does, goes</i>	<i>B potatoes</i>

3.2 Read and spell phonically, and experiment with adding endings to known words:

- *-ing* endings for present continuous tense, including doubling the consonant in CVC and CCVC words;  
*running, swimming*
- *-ed* endings: consolidate pronunciation /t/ /d/ /ɪd/ from Grade 3 and extend spelling to include *-ied* after verbs ending in y-consonant clusters;  
*copied, tried*
- *-er (-ier)* and *-est (-iest)* endings for comparatives and superlatives, including doubling the consonant in CVC words.  
*tall, taller, tallest*  
*big, bigger, biggest*  
*lazy, lazier, laziest*

3.3 Read and spell some grammar words, including contracted forms with apostrophes.

- *this, that, these, those*
- *my, your, his, her, mine, yours, theirs, ...*
- *I'm, we're, she's, ...*
- *don't, can't, didn't, won't, ...*

These words appear more systematically in other standards but are included here to help students make a start with writing.

3.4 Investigate and collect prefixes which create opposites.

*happy-unhappy, like-dislike*

3.5 Recognise and generate some compound words, and use this knowledge to support spelling.

*playground, airport, sunset, handbag, dishcloth, football*

## Listening and speaking

By the end of Grade 4, students understand and respond to the main ideas and some detail in stories, factual accounts, reports and dialogues using present and simple past tenses, and future time with *going to, will, may, might, could, might not, and won't*; indefinite pronouns, adverbs of manner, comparatives, superlatives, and a range of familiar negatives, question forms, time phrases and connectives.

They understand statements and dialogues about personal information and quantitative descriptions using numbers, money, weights and measures.

They follow and respond to monologues and dialogues expressing differing levels of possibility. They respond to questions with short (*yes/no*) or full answers as appropriate.

Students use meta-language to talk about learning English. They speak using up to four simple statements joined with familiar sequencing words. They link final consonants to initial vowels when speaking. They talk about actions, events and situations in the past using the simple past tense with positive and negative statements, in short dialogues and monologues of two or more connected ideas. They accurately use at least 50 irregular past tense verbs with correct pronunciation of regular 'ed' endings. They talk about the future using *going to*, and *will/won't* in positive and negative statements. They make comparisons using a range of adjectives in comparative and superlative forms, and ask for and give advice using *should* and *shouldn't*. They extend their abilities to talk about, make requests and offers, and ask for permission using *can*, *could* and *may*.

### **Text range:**

#### **For listening and responding**

- Short monologues and dialogues of 4–6 exchanges, containing 1–2 main ideas and up to four pieces of factual detail, with
  - familiar contexts and familiar key vocabulary
  - some unknown vocabulary and language structures for students to discount, ignore or negotiate
  - clear cohesion, and connectives where necessary: sequence markers, link words and time phrases
  - clear, predictable context supported by visual information and 'setting the scene' in English
  - built-in repetitions and redundancy in the text simulating hesitation and repetitions of natural speech, which give listeners clues and time to understand the main ideas and some factual detail at first or second listening

Texts should be delivered live by the teacher or as a recording, at slower than natural speed but without distortion, and with pauses, clear stress and intonation.

In audio-only recordings:

- a balance of male and female voices;
- a balance of children's and adults' voices;
- clear turn-taking in dialogues.

#### **For speaking strategies, communication and social interaction**

- Up to four simple statements joined with familiar sequencing words, questions with long and short answers, and dialogues of 1–4 formulaic exchanges which
  - have a meaningful, communicative purpose
  - have a clearly established context taken from the topics in the recommended vocabulary lists for Kindergarten to Grade 4
  - are generated from a clear model and cues given by the teacher
  - can be personalised and extended by students beyond controlled practice so that students begin to say what they really want to say

In audio-only recordings:

- a balance of male and female voices;
- a balance of children's and adults' voices;
- clear turn-taking in dialogues.

## Students should:

### 4 Listen and respond

**4.1** Understand and respond to the main ideas and some factual detail in stories, recounts, commentaries and descriptions which use:

- the past *there was/were*, simple past, past modals;
- the present *there is/are*, present continuous, simple present, adverbs of frequency;
- time phrases, sequence markers and connectives;
- positive and negative statements, *yes/no* and *wh*-type questions, long and short answers;
- generalisations with indefinite pronouns *someone, no-one*;
- adverbs of manner, comparatives and superlatives.

*a comparison of school routines from two different countries*

*a story about a disastrous sequence of events on holiday*

**4.2** Understand and respond to the main ideas and some factual detail in dialogues and descriptions about personal information, including names, addresses, the spellings of names and addresses, numbers, physical appearance and assessments of quality.

*Students listen to a conversation between a passenger reporting a lost bag to a station official at the lost property office. Students show comprehension by filling in a lost property form with the passenger's details and a description of the lost item.*

**4.3** Understand and respond to the main ideas and some factual detail in dialogues and descriptions relating quantities, numbers, money, weights and measures, requirements, requests, needs and wants, in both polite and informal language.

*Students predict what someone will buy at a grocery shop, and check predictions by listening, and correcting from the text.*

**4.4** Follow and respond by doing to instructions and directions in four or more sequential steps.

**4.5** Understand and respond to main ideas and some factual detail in monologues and dialogues about future events – plans, predictions and intentions, expressing and contrasting different levels of possibility and certainty with present continuous, *going to, will, may, might, could, might not, and won't*.

*Students listen to two people discussing holiday plans and their choices of how to travel, what to do, how long to spend. Students show comprehension by distinguishing which plans and decisions are sure (going to/will) and which are still uncertain (may, might).*

**4.6** Understand and respond to the main ideas and some factual detail in monologues and dialogues where the speakers seek or give advice (*should/shouldn't*), obligation (*have to, must*), and prohibition (*mustn't*).

*Students listen to some road safety rules and match road signs to the advice given.*

The work on instructions is extended and consolidated from similar work in Grade 3.

- 4.7 Understand different types of questions and some factual detail in a range of questioning in dialogues and classroom interaction *yes/no, either/or, wh-* type and *How ...* questions, and their long and short form responses.

*From the teacher: Students respond appropriately to the teacher's graded questions.*

*In dialogues: Students listen to an interview of a famous person and, through the interviewee's given answers, recall the interviewer's questions.*

## 5 Develop speaking strategies

- 5.1 Consolidate from Grade 2 the ability to link final consonants to initial vowels.

*I'm afraid of snakes.*

*That fish is alive.*

*Who's on first?*

Extend to linking final vowels to initial vowels using /w/ /ɪ/ /j/.

*I want to o arrive at 6.*

*He saw a elephant.*

*We a lways get up early.*

*I u understand.*

*high u*

Practice of 5.1–5.3 should be integrated in listening and speaking lessons and not taught as stand-alone pronunciation lessons.

- 5.2 Consolidate from Grade 3 pronunciation of:

- simple present endings /s/ /z/ /ɪz/;

*takes, swims, washes*

- simple past endings /t/ /d/ /ɪd/.

*helped, arrived, wanted*

- 5.3 Pronounce the weak form of modal verbs *should, would* and *could* in utterances by making the vowel sound /ʊ/ for 'oul' and stressing the main verb.

*You should ɔ your homework.*

Stress the underlined word.

- 5.4 Show awareness of other participants through:

- listening carefully;
- waiting for others to finish;
- taking turns;
- responding and contributing;
- using basic conventions of greeting and thanking.

- 5.5 Use some strategies for communication maintenance and repair:

- imitating and memorising speech and expressions of others;
- rehearsing and organising utterances before speaking;
- repeating utterances and asking for repetition;
- learning and using key words and expressions;

- using intonation and non-verbal means of expression;
- using Arabic to seek clarification.

**5.6** Use meta-language to talk about learning English:

- understand and use key concepts of language;  
*noun, verb, adjective, adverb, syllable, past, present, future*
- ask for vocabulary meanings and spellings.  
*What does [English word] mean?*  
*How do you say [Arabic word] in English?*  
*How do you spell [English word]?*

**6 Speak to communicate and interact**

**6.1** Consolidate from Grade 3 and extend ability to talk about the past:

- recount and enquire about actions, events and situations, factual and personal detail;  
*famous people and events in history, childhood memories, ...*
- retell and generate known and new stories;  
*adventure stories, traditional stories, ...*
- using the simple past with
  - positive and negative statements, *yes/no* and *wh*-type questions with long and short answers, and dialogues of 1–3 exchanges,
  - connected narrative of two or more ideas with a range of conjunctions and time phrases;  
*then, next, after that*  
*last week/year/Monday*  
*ten years/two days ago*
- accurate use of 50–70 high-frequency irregular past tense verbs from the Kindergarten to Grade 4 word lists;
- correct pronunciation of regular *-ed* verb endings (see 5.2 above);
- no auxiliary in *who* and *what* questions when *who* or *what* is the subject.  
*Who went?*  
*What happened?*

**6.2** Talk about finished habits in the past using *used to* in positive and some negative statements and *would* with time phrases in positive statements.

*We used to live in a smaller house.*  
*I didn't use to like vegetables.*  
*We'd go to the beach every weekend.*

**6.3** Talk about past ability using *could* in positive and negative statements.

*Once they had fire, they could cook. Without iron, they couldn't make knives.*

**6.4** Talk about past obligation and absence of obligation using *had to* in positive and negative statements.

*We had to travel by camel. We didn't have to go to school every day.*

Grammar should be taught in context. Most of the structures and functions for each grade are embedded in the speaking standards, and reflected in the listening, reading and writing standards.

The grammar for each grade is summarised in section 5 of this document.

**6.5** Talk about the future using *going to* and present continuous for future plans, and *will/won't* for future using positive and negative statements and *yes/no* and *wh*-type questions with long and short answers:

- assurances and promises;

*Will you be there? Yes, I will. / No, I won't.*

- decisions of the moment;

*A: I don't have any money.*

*B: Oh no! What will you do?*

*A: I'll walk.*

- assumptions.

*[I'm going to take a holiday.] I won't see you for three weeks.*

**6.6** Express degrees of possibility and make predictions about the future with *will, may, might, may not, might not* and *won't*.

*Do you think Germany will win? They might. Scotland won't do well this year.*

*It may rain.*

*I may become a film star.*

*He might travel around the world.*

*I might not be very rich.*

**6.7** Consolidate from Grade 3 and extend ability to make comparisons using a range of adjectives in the comparative and superlative form in statements with or without *than* and in *yes/no* and *wh*-type questions with short answers:

- one- or two-syllable adjectives;

*cheap, cheaper, the cheapest: Which one's the cheapest?*

*lazy, lazier, the laziest: Jim's lazier than John. Yes, but Fred's the laziest.*

- three-syllable adjectives;

*expensive, more expensive, the most expensive:*

*[comparing plastic, glass and metal]*

*Is glass more expensive than plastic? Yes it is, but metal's the most expensive.*

*difficult, more difficult, the most difficult:*

*[evaluating some exercises] This one was the most difficult.*

- irregular adjectives.

*good, better, the best:*

*I think Real Madrid are better than Manchester United.*

*I like the red one the best.*

*bad, worse, the worst:*

*[evaluating pictures of three run-down houses] That's the worst one.*

*little, less, the least:*

*We get the most sun and the least rain.*

**6.8** Extend ability to talk about wants and needs in terms of commodities (food, clothes, classroom objects) to actions using *want/need to + infinitive*.

*A: What do you want to do?*

*B: I want to go to the park.*

*A: Do you need to ask your mum?*

*B: No, I don't.*

- 6.9** Ask for and give advice using *should* and *shouldn't* in positive and negative statements, and *yes/no*, *either/or* and *wh*-type questions.

*You should say 'please' and 'thank you'.*

*Visitors should take off their shoes.*

*He shouldn't smoke in here.*

*I have a cold. Should I take some medicine? No, you shouldn't.*

*Should I buy the orange one or the grey one? The orange one.*

*What should I do first? Paint the outside.*

- 6.10** Talk about personal states – likes, dislikes, wants, needs, possessions, living situations, ability, interests and obligations – and apply to people in general, using:

- indefinite pronouns *everyone, someone, anyone, no-one, everybody, somebody*;

*No-one likes collecting stamps.*

*Everybody has to help.*

*Someone should do something.*

- noun phrases *all of us, most of us, some of us, a few of us, none of us*;

*A few of us own pets.*

*All of us can swim.*

- questions to everyone using *Who wants/needs ... ?* with no auxiliary verb.

*Does anyone have an eraser? I do. / Here you are.*

*Would anybody like a biscuit? Yes please. / No thanks.*

*Who wants to play? Everyone does.*

- 6.11** Consolidate the ability from Grades 2 and 3 to talk about quantities, make requests and offers, and ask for permission. Extend ability to:

- make polite offers with *Would you like a/some ... ?* and polite requests with *I'd like a/some ...* with appropriate responses;

*Would you like some cake? Yes please / No thank you.*

*I'd like half a kilogram of sugar and a dozen eggs, please. Certainly. Anything else?*

- ask permission to do something with *May I please ... ?* with an increased understanding of the scale of politeness: *Can I ... ?* for peers; *Could I ... ?* as the default request appropriate to all, but more polite than *Can I ... ?*; *May I ... ?* for asking those in authority or strangers.

*Example requests to the teacher:*

*May I please go out?*

*May I please leave early today?*

This standard extends and consolidates work introduced in Grade 3.

## Reading and writing

By the end of Grade 4, students read independently and intensively, texts of up to 200 words, and begin to read extensively from graded readers in the 500 key word range, including stories with dialogue, factual recounts, information texts, instructions, notes and messages, informal letters,

postcards and email texts. They identify and comment on key features of stories and factual recounts, identifying causes for incidents, characters and relationships, referring to the text. They identify and understand dialogue in stories and factual recounts, and some key organisational and language features of factual recount and instructional texts. They read and respond to simple lists, notes, informal letters, postcards and email texts.

Students independently compose and transcribe short connected texts of three or more complete, simple sentences about characters and events in known stories, familiar experiences, straightforward instructions, lists and postcards. They use capital letters, full stops and question marks and use the four basic handwriting joins to write in a legible, cursive script.

#### **Text range:**

- Longer stories with strong narrative sequence and supporting illustrations
- Simple factual recounts, diary entries, simple third-person reports of events, published and generated through class writing
- Non-chronological texts with simple information on familiar topics
- Instructions and directions in three or more steps
- Plans, predictions, forecasts using simple forms of future time
- Simple dictionaries
- Short functional texts, messages, email texts, lists, reminders
- Graded readers in the 500 key word range (beginner's level/level 1) for extensive reading

#### **Students should:**

### **7 Develop reading strategies**

**7.1** Read independently and intensively a variety of texts up to 200 words in length and containing simple and compound sentences with statements, questions, negatives and imperatives in past, present (simple and continuous) and future tenses.

**7.2** Begin to read extensively; choose a graded or other appropriately levelled reader of personal interest in the 500 key word range; read and return it within a given time period.

*Before reading: students choose books from graded collections and briefly run through the text with the teacher to predict context and gist, and identify new or difficult ideas or vocabulary. Students begin reading with one or two questions to answer from the text.*

*While reading: students work through the text, silently, sub-vocalising only where necessary.*

*After reading: students briefly discuss the text with the teacher to demonstrate fluency and answer the question(s), referring to relevant parts of the text for evidence.*

**7.3** Through reading with the teacher and independent reading, develop and apply a range of decoding strategies:

- predict words and phrases in texts;
- decode key words that students know orally but have never seen written before (from word lists from Kindergarten to Grade 4);

The level of reading facility for graded reading texts should be about 95% (i.e. in a 500-word text, approximately 25 words may be unknown and will need to be predicted from context and using phonic and spelling knowledge). See standards 1.1–1.3 for this grade.

- learn to ignore words above their level or that are not key to understanding the text and, when stuck, not to stop but to ignore the obstacle and keep reading to the end;
- recognise sentence punctuation question and exclamation marks, and understand their purposes;
- consolidate from Grades 1–3 understanding of capitalisation for the personal pronoun *I* and titles *Mrs*, *Mr* etc., and extend to other proper names, headings and emphasis;
- begin reading silently to identify gist and specified information;
- read aloud with sufficient pace and expression to hear the sense of the text, paying attention to punctuation and its effects on meaning and intonation.

## 8 Read and respond

**8.1** Through independently reading, identify and show understanding of main ideas, key details and sequence in short narratives.

**8.2** Identify and comment on some key features of stories and personal recounts, with strong narrative sequence and supporting illustrations.

*Identify reasons or causes for incidents in stories, referring to the text.*

*Identify characters, their roles and relationships in the story and their behaviour; refer to key words, phrases and illustrations in the text which show these features.*

*Become aware of dialogue between characters through joining in and role-play while reading.*

**8.3** Identify some key features of factual recounts.

*Purpose: to create a factual, narrative record of experiences and events.*

*Text organisation: an opening to orientate the reader (It was hot, so we went to the beach ...); a recount of the event(s) (We had a swim and then we ...); a closing statement (When we got home ...).*

*The use of connectives that signal time and sequence (first, then, after, next).*

**8.4** Read, understand and follow sequential instructions, identifying some key features of the texts.

*Purpose: to direct, instruct, set out rules or procedures.*

*Where they are used in real life (recipes, directions for getting places, rules for games).*

*The imperative nature of the language.*

*The use of connectives that signal sequence (first, second, next, or numbers 1, 2, 3, ...).*

**8.5** Identify some key features of short information texts.

*Purpose: to give information about the natural world, history, places, people; to announce or record past, present or future public events.*

*Text organisation: general opening statements to give an overview followed by more specific details, ordered by time or by feature or by issue.*

*The predominant use of simple tenses: simple present, simple past or 'will' for future.*

Link this work to speaking standards 6.1–6.11 for this grade.

- 8.6** Read and respond to simple lists and notes for a variety of purposes. Identify some key features of these texts.

*Purpose: to remember, remind and communicate briefly.*

*Where they are used in real life (shopping, notes to people, diaries).*

*Organisation: item by item, usually separated by commas, sometimes as bullet points; brief, telegraphic language, often without definite or indefinite articles or subjects (in diary entries: meet Karen – plan holiday – wash car).*

- 8.7** Read and respond to informal letters, postcards and email texts. Identify some key features of these.

*Informal openings and closings: Dear ..., Love from ...*

*Formulaic phrases to be copied: How are you?, I'm fine, Thanks for your letter.*

*See 'Text organisation' in standard 8.3 for this grade.*

*Organisation: opening formulas, main body of the letter (often as an embedded recount), closing.*

*The frequent use of present continuous tense in postcards because of the 'right now' / temporary status.*

## 9 Develop writing strategies

- 9.1 Independently apply a range of spelling strategies from Grades 1–4:

- phonic segmentation of single-syllable words;
- applying known spelling patterns and conventions;
- using visual skills –recognising common letter strings and checking critical features (Does it look the right shape, length?);
- breaking common multi-syllabic words into parts and applying phonic spelling to syllables.

Students should apply spelling knowledge from word knowledge standards for this grade and from previous grades.

- 9.2 Rehearse sentences before composing, and re-read them during and after composition.

*Practise the habit of saying each sentence to self in advance of writing it, repeating it in the course of writing and re-reading it to check the text is as intended.*

- 9.3** Use capital letters, full stops and question marks.

*Punctuate own writing appropriately, showing awareness of sentences as 'complete ideas' and reading back to check for sense.*

*Using cut-up words and punctuation marks, compose and punctuate sentences.*

*Punctuate unpunctuated sentences or short texts independently and in writing activities with the teacher.*

- 9.4** Practise and learn to use the four basic handwriting joins to write in a legible, cursive script, forming and joining letters correctly.

Diagonal joins to letters without ascenders	ai	ar	un
Horizontal joins to letters without ascenders	ou	vi	wi
Diagonal joins to letters with ascenders	ab	ul	it
Horizontal joins to letters with ascenders	ol	wh	ot

The standards do not recommend a specific handwriting style.

- 9.5 Develop basic word-processing skills, using the keyboard for writing and sentence punctuation, and deleting and saving work.

*Individually or in pairs, independently compose texts or transcribe previously written work.*

*Practise spelling and simple sentence composition through interactive computer games and tasks.*

- 9.6 Draft and redraft ‘best’ versions of written work for presentation and display.

*Produce handwritten or word-processed individual pieces for display or inclusion in class books.*

## 10 Compose written texts

- 10.1 Using reading texts as models, independently compose and transcribe short connected texts of three or more complete, simple sentences in past, present (simple and continuous) and future tenses:

- descriptions of events or characters in known stories, using words and expressions from the text;
- recounts: short narratives based on familiar experiences, events from stories, class activities, outings, etc., demonstrating awareness of text features developed in reading;
- simple instructions (e.g. for getting to another part of the school, making a sandwich);
- lists, messages and captions for specific purposes;
- simple postcards and emails to friends.

The standards for writing closely reflect those for reading. Students should apply their knowledge about the purpose and organisation of different texts in the composition of their own writing.

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## Key words for Grade 4

The parts of speech given for each word are the typical or most common word classes for the use of the words, relevant to this grade.

about <i>adv</i>	beat <i>v</i>	centimetre <i>n</i>
afraid <i>adj</i>	become <i>v</i>	change <i>v</i>
air <i>n</i>	belong (to) <i>v</i>	chapter <i>n</i>
alive <i>adj</i>	blow <i>v</i>	China <i>n</i>
almost <i>adv</i>	branch <i>n</i>	Chinese <i>n</i>
alone <i>adj</i>	bright <i>adj</i>	choose <i>v</i>
also <i>adv</i>	Britain <i>n</i>	circle <i>n</i>
American <i>n</i>	British <i>n</i>	city <i>n</i>
Arabic <i>n</i>	build <i>v</i>	clear <i>adj</i>
arrive <i>v</i>	burn <i>v</i>	clever <i>adj</i>
asleep <i>adj</i>	business <i>n</i>	climb <i>v</i>
at last <i>adv</i>	busy <i>adj</i>	club <i>n</i>
at once <i>adv</i>	by <i>prep</i>	coast <i>n</i>
autumn <i>n</i>	capital <i>n</i>	company <i>n</i>
awake <i>adj</i>	carry on <i>v</i>	conversation <i>n</i>
away <i>adv</i>	catch <i>v</i>	cool <i>adj</i>
beach <i>n</i>	cause <i>v</i>	correct <i>adj</i>

cotton <i>n</i>	gate <i>n</i>	medicine <i>n</i>
country <i>n</i>	get off <i>v</i>	meet <i>v</i>
cover <i>v</i>	get on <i>v</i>	meeting <i>n</i>
custom <i>n</i>	gold <i>n</i>	mend <i>v</i>
danger <i>n</i>	grass <i>n</i>	message <i>n</i>
dangerous <i>adj</i>	guess <i>v</i>	metal <i>n</i>
dark <i>adj</i>	gun <i>n</i>	mind <i>n</i>
dead <i>adj</i>	happen <i>v</i>	mirror <i>n</i>
decide <i>v</i>	health <i>n</i>	miss <i>v</i>
deep <i>adj</i>	healthy <i>adj</i>	mistake <i>n</i>
describe <i>v</i>	heart <i>n</i>	mix <i>v</i>
dictionary <i>n</i>	heat <i>n</i>	modern <i>adj</i>
difference <i>n</i>	hide <i>v</i>	mountain <i>n</i>
different <i>adj</i>	honest/dis <i>adj</i>	nature <i>n</i>
difficult <i>adj</i>	hope <i>v</i>	news <i>n</i>
discover <i>v</i>	hurry <i>v, n</i>	newspaper <i>n</i>
dish <i>n</i>	hurt <i>v</i>	note <i>n</i>
dot <i>n</i>	ice <i>n</i>	notebook <i>n</i>
dream <i>v</i>	ink <i>n</i>	notice <i>n</i>
earth <i>n</i>	inside <i>prep, adv</i>	once <i>conj.</i>
electric <i>adj</i>	invent <i>v</i>	oil <i>n</i>
electricity <i>n</i>	iron <i>n</i>	outside <i>prep, adv</i>
enemy <i>n</i>	island <i>n</i>	own <i>v</i>
English <i>n</i>	join <i>v</i>	pain <i>n</i>
enjoy <i>v</i>	keep <i>v</i>	painful <i>adj</i>
enough <i>adj</i>	key <i>n</i>	paint <i>n, v</i>
enter <i>v</i>	kick <i>v</i>	parcel <i>n</i>
explain <i>v</i>	kill <i>v</i>	part <i>n</i>
fact <i>n</i>	kilometre <i>n</i>	pass <i>v</i>
fail <i>v</i>	knock <i>v</i>	path <i>n</i>
fair <i>adj</i>	lake <i>n</i>	photo(graph) <i>n</i>
fall <i>v</i>	language <i>n</i>	pick up <i>v</i>
false <i>adj</i>	laugh <i>v</i>	plain <i>adj</i>
famous <i>adj</i>	leader <i>n</i>	plastic <i>n</i>
far <i>adj</i>	leaf <i>n</i>	plenty (of) <i>n</i>
feel <i>v</i>	leather <i>n</i>	polite <i>adj</i>
fight <i>v</i>	lend <i>v</i>	port <i>n</i>
fill <i>v</i>	let <i>v</i>	postcard <i>n</i>
film <i>n</i>	list <i>n</i>	practice <i>n</i>
fire <i>n</i>	lock <i>v</i>	practise <i>v</i>
fish <i>v</i>	look for <i>v</i>	problem <i>n</i>
foreign <i>adj</i>	look up <i>v</i>	promise <i>v</i>
forest <i>n</i>	map <i>n</i>	put on <i>v</i>
France <i>n</i>	mark <i>n, v</i>	put out <i>v</i>
free <i>adj</i>	marry <i>v</i>	Qatar <i>n</i>
French <i>n</i>	match <i>n, v</i>	Qatari <i>n</i>
fresh <i>adj</i>	material <i>n</i>	quite <i>adv</i>
friendly <i>adj</i>	measure <i>v</i>	reach <i>v</i>

ready <i>adj</i>	silly <i>adj</i>	taste <i>v</i>
reason <i>n</i>	sing <i>v</i>	test <i>v, n</i>
receive <i>v</i>	smell <i>v</i>	thank <i>v</i>
rectangle <i>n</i>	smoke <i>n</i>	throw <i>v</i>
repeat <i>v</i>	soap <i>n</i>	ticket <i>n</i>
result <i>n</i>	song <i>n</i>	together <i>adv</i>
ring <i>v</i>	spot <i>n</i>	triangle <i>n</i>
rise <i>v</i>	spring <i>n</i>	until <i>adv</i>
rock <i>n</i>	square <i>n</i>	USA <i>n</i>
rule <i>n</i>	stamp <i>n, v</i>	use <i>v, n</i>
ruler <i>n</i>	standard <i>n, adj</i>	useful <i>adj</i>
safe <i>adj</i>	stick <i>n</i>	valley <i>n</i>
sail <i>v</i>	stone <i>n</i>	village <i>n</i>
salt <i>n</i>	storm <i>n</i>	way <i>n</i>
save <i>v</i>	straight <i>adj</i>	weak <i>adj</i>
score <i>v</i>	strange <i>adj</i>	weigh <i>v</i>
season <i>n</i>	stranger <i>n</i>	whole <i>adj</i>
seem <i>v</i>	strong <i>adj</i>	wild <i>adj</i>
serious <i>adj</i>	summer <i>n</i>	win <i>v</i>
shape <i>n</i>	sunrise <i>n</i>	winter <i>n</i>
share <i>v</i>	sunset <i>n</i>	wood <i>n</i>
shoot <i>v</i>	sure <i>adj</i>	

These words are mainly ‘content’ words. They do not include all the verb inflections, pronouns, conjunctions and common word groupings that are appropriate for this grade. These are exemplified in the speaking standards, to emphasise the importance of teaching them in context.

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