

Stage 4

The following genres and text types are recommended at Stage 4:

Fiction and poetry, including examples from other cultures: historical stories, stories set in imaginary worlds, real life stories about issues/dilemmas, poetry including imagery, plays.

Non-fiction: newspapers and magazines, non-chronological reports, explanations, persuasive texts (including advertisements).

Reading

Develop broad reading skills*

- **4Ro1** Extend the range of reading
- **4Ro2** Explore the different processes of reading silently and reading aloud
- **4Ro3** Read further stories or poems by a favourite writer, and compare them
- **4Ro4** Use knowledge of punctuation and grammar to read with fluency, understanding and expression
- **4Ro5** Identify all the punctuation marks and respond to them when reading
- **4Ro6** Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words
- **4Ro7** Read and perform playscripts, exploring how scenes are built up
- **4Ro8** Express a personal response to a text, and link characters and settings to personal experience

Demonstrate understanding of explicit meaning in texts

- **4Rx1** Retell or paraphrase events from the text in response to questions
- **4Rx2** Note key words and phrases to identify the main points in a passage
- **4Rx3** Distinguish between fact and opinion in print and IT sources
- **4Rx4** Explore explicit meanings in a text

Demonstrate understanding of implicit meaning in texts

- **4Ri1** Investigate how settings and characters are built up from details and identify key words and phrases
- **4Ri2** Explore implicit meanings in a text

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **4Rw1** Recognise meaning in figurative language
- **4Rw2** Understand the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. *as ... as a ...*
- **4Rw3** Understand how expressive and descriptive language creates mood
- **4Rw4** Identify adverbs and their impact on meaning
- **4Rw5** Understand the use of connectives to structure an argument, e.g. *if, although*

* Broad reading skills are not assessed in the tests.

- **4Rw6** Understand how points are ordered to make a coherent argument
- **4Rw7** Understand the main stages in a story from introduction to resolution
- **4Rw8** Explore narrative order and the focus on significant events
- **4Rw9** Understand how paragraphs and chapters are used to organise ideas
- **4Rw10** Compare and contrast poems and investigate poetic features
- **4Rw11** Investigate the grammar of different sentences: statements, questions and orders

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- **4Rv1** Identify different types of non-fiction text and their known key features
- **4Rv2** Read newspaper reports and consider how they engage the reader
- **4Rv3** Understand how persuasive writing is used to convince a reader

Writing

Develop broad writing skills*

- **4Wo1** Identify syllabic patterns in multisyllabic words
- **4Wo2** Explore the layout and presentation of writing, in the context of helping it to fit its purpose
- **4Wo3** Use joined-up handwriting in all writing
- **4Wo4** Look for alternatives for overused words and expressions
- **4Wo5** Make short notes from a text and use these to aid writing
- **4Wo6** Collect and present information from non-fiction texts
- **4Wo7** Re-read own writing aloud to check punctuation and grammatical sense
- **4Wo8** Write sentences, dictated by the teacher, from memory

Select and develop content and use register and language appropriate to genre, purpose and audience

- **4Wa1** Write character profiles, using detail to capture the reader's imagination
- **4Wa2** Adopt a viewpoint as a writer, expressing opinions about characters or places
- **4Wa3** Choose and compare words to strengthen the impact of writing, including some powerful verbs
- **4Wa4** Use more powerful verbs, e.g. *rushed* instead of *went*
- **4Wa5** Explore degrees of intensity in adjectives, e.g. *cold, tepid, warm, hot*
- **4Wa6** Elaborate on basic information with some detail
- **4Wa7** Write newspaper-style reports, instructions and non-chronological reports
- **4Wa8** Show awareness of the reader by adopting an appropriate style or viewpoint
- **4Wa9** Present an explanation or a point of view in ordered points, e.g. in a letter
- **4Wa10** Explore alternative openings and endings for stories
- **4Wa11** Summarise a sentence or a paragraph in a limited number of words

Structure and organise ideas coherently using sections or paragraphs

- **4Wt1** Explore different ways of planning stories, and write longer stories from plans
- **4Wt2** Begin to use paragraphs more consistently to organise and sequence ideas

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Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **4Wp1** Use a wider variety of connectives in an increasing range of sentences
- **4Wp2** Use commas to mark meaning within sentences
- **4Wp3** Experiment with varying tenses in texts, e.g. in dialogue
- **4Wp4** Understand past and present tenses and future forms of verbs
- **4Wp5** Understand all parts of the verb to be and know when to use each one
- **4Wp6** Use a range of end-of-sentence punctuation with accuracy
- **4Wp7** Use speech marks and begin to use other associated punctuation
- **4Wp8** Learn the use of the apostrophe to show possession, e.g. *girl's, girls'*

Use accurate spelling

- **4Ws1** Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes
- **4Ws2** Investigate spelling patterns; generate and test rules that govern them
- **4Ws3** Check and correct spellings and identify words that need to be learned
- **4Ws4** Spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough*
- **4Ws5** Revise rules for spelling words with common inflections, e.g. *-ing, -ed, -s*
- **4Ws6** Extend earlier work on prefixes and suffixes
- **4Ws7** Match spelling to meaning when words sound the same (homophones), e.g. *to/two/too, right/write*
- **4Ws8** Use all the letters in sequence for alphabetical ordering
- **4Ws9** Build words from other words with similar meanings, e.g. *medical, medicine*
- **4Ws10** Collect and classify words with common roots, e.g. *invent, prevent*

Speaking and listening

- **4SL1** Organise ideas in a longer speaking turn to help the listener
- **4SL2** Vary use of vocabulary and level of detail according to purpose
- **4SL3** Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments
- **4SL4** Deal politely with opposing points of view
- **4SL5** Listen carefully in discussion, contributing relevant comments and questions
- **4SL6** Adapt the pace and loudness of speaking appropriately when performing or reading aloud
- **4SL7** Adapt speech and gesture to create a character in drama
- **4SL8** Comment on different ways that meaning can be expressed in own and others' talk