

RAKA PYP Year 4 English Language Requirements

Oral Language – Listening and Speaking

Conceptual understandings

Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.

Expected Standards:

- participate appropriately as listener and speaker in discussions, conversations, debates and group presentations
- begin to generate, develop and modify ideas and opinions through discussion
- argue persuasively and defend a point of view
- explain and discuss their own writing with peers and adults
- dramatize non-fiction and fiction with use of props, reader's theatre and plays
- show awareness of how the audience will perceive dramatization
- infer and draw conclusions and can justify them
- understand that ideas and opinions can be generated, developed and presented through talk
- work in pairs and groups to develop oral presentations
- prepare and deliver short explanations, presentations or reports to a familiar audience
- participate in an assembly, demonstrating appropriate pace, volume and awareness of the audience
- use multimedia tools to enhance presentations
- understand and use figurative language such as simile, personification and metaphor
- use technical language in academic contexts
- listen and respond appropriately to instructions, questions and explanations
- make judgments about oral presentations
- demonstrate active listening by interpreting a message that has been heard by summarizing, identifying the main idea and speaker's purpose



Visual Language - Viewing and Presenting

Conceptual understandings

Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.

Expected Standards:

- recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards
- explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response
- identify aspects of body language in a dramatic presentation and explain how they are used to convey the moods and personal traits of characters
- discuss a newspaper report and tell how the words and pictures work together to convey a particular message
- realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience
- interpret visual cues in order to analyse and make inferences about the messages; reflect on why others may perceive the images differently
- design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved
- begin to apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
- begin to navigate the Internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations
- begin to identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel
- begin to identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects

Written Language – Reading

The following genres and text types are recommended:

Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.

Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.

Conceptual understandings

Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.

Expected Standards:

- skim and scan for relevant information locating keywords
- recognises new words by using a variety of decoding skills, including base words, prefixes and suffixes
- recognise homonyms and their different meanings e.g. *bark* (tree), *bark* (sound made by a dog)
- recognise homophone and their different meanings and spellings e.g. as *hare* and *hair*, or *scale* (of a fish) and *scale* (a ladder)
- read texts with accuracy, intonation and minimal hesitation
- make inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen next in a story from details stated and implied
- use text organisers to locate information for a specific purpose e.g. content pages, indexes, headings, sub headings
- identify features that can be replicated when planning their own stories
- recognise the cause and effect of events and problems
- appreciate that writers plan and structure their stories to achieve particular effects
- identify genre and explain elements and literary forms that are associated with different genres:
 - persuasive texts
 - procedural texts
 - narratives
 - biographies
 - advertisements
 - letters
 - myths and legends
 - poetry and play scripts
 - recounts
 - reports
- understand and respond to the ideas and information in texts
- ask questions to improve their understanding of a text
- read poems and play scripts aloud, showing understanding through intonation, tone, volume and action
- identify reasons why a text may be interpreted differently by different readers, i.e. personal background of reader, author's perspective, socio-cultural background
- identify and describe elements of a story - plot, setting, characters, theme e.g. triumph of good over evil or the use of magical devices in folk tales, and begin to explain how they contribute to its effectiveness
- understand that authors use words and literary devices to evoke mental images
- recognize and understand figurative language e.g. simile, metaphor, alliteration, onomatopoeia
- read a wide range of texts confidently, independently with understanding
- reflect on reading habits and preferences e.g. favourite authors, genre
- work in cooperative groups to locate and select texts appropriate to purpose and audience
- participate in class, group or individual author studies



Written Language – Writing

Conceptual understandings

Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.

Expected Standards:

- identify and use common nouns, proper nouns, verbs, pronouns, prepositions, adjectives, synonyms, antonyms and adverbs
- identify and use prefixes e.g. un, and suffixes e.g. ing, ed, er, est, ment, ness, ful, less, ly
- consistently use the correct tense for the writing genre with subject-verb agreement
- use taught capitalisation and punctuation, including commas and quotation marks
- develop an awareness of quotation marks when referencing
- use knowledge of written code patterns to accurately spell high-frequency and familiar words
- use the spelling rule for adding –s or –es
- place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys', and in words with irregular plurals e.g. children's
- extend the range of sentences with more than one clause by using a wide range of conjunctions, e.g. when, if, that, because, or, and, but, although
- use planning, drafting, editing and reviewing processes
- write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing
- begin to sequence paragraphs logically containing information related to the main idea and theme
- use text structure and features when writing:
 - persuasive texts
 - procedural texts
 - narratives
 - biographies
 - advertisements
 - letters
 - myths and legends
 - poetry and play scripts
 - recounts
 - reports
- write independently and with confidence, demonstrating a personal voice as a writer
- write from an alternative perspective with a clear sense of audience
- begin to demonstrate the ability to engage and sustain the interest of a group or the whole class with reading out loud, using appropriate intonation and volume so that the meaning is clear
- vary sentence structure and length
- use the first two or three letters of a word to check its spelling in a dictionary
- use vocabulary which is content and purpose specific and includes use of technical words to add meaning
- explore new, less familiar vocabulary, using a thesaurus and other sources to access words in order to create images in the mind of the reader
- use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing
- select vocabulary and supporting details to achieve desired effects
- in narratives, create settings, characters and plot
- in non-narratives, using simple organisational devices e.g. indexes, glossaries, headings and sub-headings
- proof read, edit and revise their own work independently e.g. punctuation and spelling
- work cooperatively with a partner to discuss and each other's work, taking the roles of author and editor
- consistently form a handwriting joined style with appropriate size, spacing and speed
- use a range of tools and techniques to produce written work that is attractively and effectively presented
- choose to publish written work in handwritten form or in digital format independently

