

Language

Reading

Year 4

IB Phase 3

Learners show an understanding that text is used to convey meaning in different ways and for different purposes- they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognise that the structure and organisation of text conveys meaning.

IB Phase 4

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

First Steps Early Phase

Early readers recognise a bank of frequently used words and use a small range of strategies to comprehend texts. These include short literary texts and structured informational texts that have familiar vocabulary and are supported by illustrations. Reading of unfamiliar texts is often slow and deliberate as they focus on reading exactly what is on the page, using sounding out as a primary word-identification strategy.

First Steps Transitional Phase

In this phase, readers are beginning to integrate strategies to identify unknown words and to comprehend text. These strategies, combined with an increasing bank of sight words, enable readers to read texts such as novels, newspapers and websites with familiar content, fluently and with expression. Transitional readers reflect on strategies used and are beginning to discuss their effectiveness.

Conceptual Understandings IB3

Explain how text and illustrations in reference materials work together. Identify the intended audience and purpose of a visual presentation. Use appropriate terminology to discuss visual texts, e.g. logo, font, foreground. Use a small range of visual techniques to present work (i.e. show understanding of the meaning of some colours, shapes and symbols).

Conceptual Understandings IB4

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.

Learning outcomes

Use of Text

Read and demonstrate comprehension of texts by: recalling key information explicit in an increasing range of texts

Read and demonstrate comprehension of texts by: identifying main ideas explicit in a range of texts

Read and demonstrate comprehension of texts by: linking ideas, both explicit and implicit, in a small range of texts

Read and demonstrate comprehension of texts by: selecting events to retell a text

Recognise and use the different parts of a book, e.g. contents, index, glossary

Locate and select texts both in print and online to suit purpose, e.g. newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis

Read texts at an age appropriate level with understanding

Contextual Understanding

Recognise own interpretation may differ from that of other readers or the author/s

Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways

Understand that authors and illustrators select information to suit a purpose and audience

Conventions

Explain how known text forms vary by using knowledge of: purpose, e.g. to report

Explain how known text forms vary by using knowledge of: text organisation, e.g. headings, subheadings, an index, glossary

Explain how known text forms vary by using knowledge of: language features, e.g. timeless tense

Recognise an increasing bank of words in different contexts, e.g. grammatical knowledge, subject specific words, less common words

Processes and Strategies

Determine unknown words by using a range of word-identification strategies, e.g. reading on, adjusting reading rate

Draw upon an increasing knowledge base to comprehend, e.g. sight vocabulary, concept and text structure knowledge

Use an increasing range of strategies to comprehend, e.g. inferring, creating images

Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail

Reflect regularly on reading and set future goals

Possible Report Comments

Use of Text

Locate and select texts both in print and online to suit purpose, e.g. newspapers, magazines, journals, comics, e-books, blogs

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Read texts at an age appropriate level with understanding

Contextual Understanding

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Recognise an increasing bank of words in different contexts, e.g. subject specific words, less common words

Processes and Strategies

Determine unknown words by using a range of word-identification strategies, e.g. reading on, adjusting reading rate

Skim and scan texts to decide whether they will be useful, before attempting to read in detail

Use an increasing range of knowledge and strategies to comprehend, e.g. grammatical knowledge, inferring, creating images

Writing

Year 4

IB Phase 3

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

IB Phase 4

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

First Steps Early Phase

Early writers produce a range of texts that exhibit some of the conventions of writing. Texts such as retells, reports and emails are composed to share experiences, information or feelings. Early writers have a small bank of frequently used words they spell correctly. When writing unknown words, they choose letters on the basis of sound, without regard for conventional spelling patterns.

First Steps Transitional Phase

Transitional writers show increasing control over the conventions of writing such as punctuation, spelling and text organisation. They consider audience and purpose when selecting ideas and information to be included in texts. They compose a range of texts, including explanations, narratives, brochures and electronic presentations. Writing shows evidence of a bank of known words that are spelt correctly. Transitional writers are moving away from a heavy reliance on sounding out and are beginning to integrate visual and meaning-based strategies to spell unknown words.

Conceptual Understandings IB3

We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.

Conceptual Understandings IB4

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 organise 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.

Learning outcomes

Use of Text

Write range of texts for a variety of purposes, using forms and structures modelled by the teacher and/or encountered in reading

Attempt to transfer knowledge of text organisation to writing, e.g. includes headings/diagrams in a report

Begin to show evidence of personal voice

Contextual Understanding

Explain the purpose of a range of familiar text forms

Select ideas to include in own text to suit purpose

Experiment with the use of devices, e.g. repetition of words or phrases

Explain why characters, people, events and ideas are represented in a particular way when composing texts

Conventions

Use their knowledge of diverse phoneme-grapheme relationships, e.g. ship, chef, ocean, station, special

Use visual memory to spell personal vocabulary and high frequency words correctly

Vary vocabulary to add interest

Group related information using conventions of paragraphing

Write legibly in a consistent style

Use capital letters, full stops, question marks and exclamation marks correctly

Use speech marks, commas for lists and apostrophes for contractions correctly most of the time

Use mainly simple and compound sentences, along with some complex sentences, that vary in their beginnings, structures and lengths and are mostly grammatically correct

Use increasingly accurate grammatical constructs, e.g. subject/verb agreement

Processes and Strategies

Begin to organise ideas before writing, e.g. brainstorming, graphic organisers

Use an increasing range of strategies throughout the writing process, e.g. creating images

Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. vocabulary knowledge, text-structure knowledge

Use a range of appropriate spelling strategies, e.g. memory aids and rules

Use a dictionary, a thesaurus and word banks to extend their use of language

Proofread their own writing and make some corrections and improvements

Use feedback from teachers and other students to improve their writing

Experiment with various ways to publish texts

Possible Report Comments

Use of Text

Write a range of texts for a variety of purposes using appropriate structure and features, e.g. headings, diagrams, correct

tense

Contextual Understanding

Explain the purpose of a range of familiar text forms

Experiment with the use of devices, e.g. repetition of words or phrases

Conventions

Spell personal vocabulary and high frequency words correctly

Vary vocabulary to add interest

Group related information using conventions of paragraphing

Write legibly in a consistent style

Use speech marks, commas and apostrophes

Write simple and compound sentences using accurate grammar

Processes and Strategies

Use an increasing range of strategies throughout the writing process, e.g. creating images

Use a range of appropriate spelling strategies, e.g. memory aids and rules

Use a dictionary, a thesaurus and word banks to extend their vocabulary

Proofread their own writing and make some corrections and improvements

Experiment with various ways to publish texts

Additional documentation to support learning of Spelling

Year 4

Morphology

Recognise and understand the morphemes in compound words where the pronunciation of the base words changes, e.g. breakfast, forehead, cupboard

Recognise and understand the morphemes in more challenging contracted words, e.g. wouldn't, could've, won't

Recognise and know how to use derivational prefixes with a more obvious meaning but which are less commonly used e.g. semi – semifinal, semicircle, neo – neonatal

Recognise and know how to use common derivational prefixes with less obvious meanings, e.g. de – decode, in – incredible

Recognise and know how to use common derivational suffixes that change the pronunciation of the base word, e.g. comfort-able, differ-ent, act-tion

Recognise and know how to use common derivational suffixes that change the spelling of the base word, e.g. fortunate fortune-ate; glorious glory-ous

Phonology graphology

Recognise and use less common graphemes with etymological explanation, e.g. magic, beauty

Recognise and use less common graphemes with etymological explanation, e.g. magic, beauty

Orthography

Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with common nouns

Understand when to use 'i' before 'e' except after 'c' words where there is a long 'e' sound, e.g. believe, receive.

Etymology

Recognise and do some independent investigation of words which come from other languages in words they read in books, e.g. titan, and use in other curriculum areas, e.g. semicircle

Understand why words are not spelled the way they sound because of the history of English – focus on the arts and sciences and the growth of the English vocabulary through Latin and Greek, e.g. telephone

Understand that some letter patterns in English are explained by their etymology, e.g. ch(Greek) – Christmas, chord; et(French) – ballet, crochet

Recognise words can come from people's names or places (eponyms), e.g. titan, Queensland (named for Queen Victoria)

Recognise words can represent sounds (onomatopoeia), e.g. splash, shriek

Recognise words can be made by combining parts of other words (portmanteaus), e.g. splurge

Recognise words can be made from abbreviations and acronyms, e.g. radar and fridge

Visual

Use visual memory to check phonically irregular words

Listening and Speaking

Year 4

IB Phase 3

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

IB Phase 4

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

First Step Exploratory Phase

In this phase, students use Standard English effectively within familiar contexts. They communicate appropriately in both structured and unstructured situations. They explore ways of using language for different speaking and listening purposes.

Conceptual Understandings IB3

Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication- it has its own set of rules.

Conceptual Understandings IB4

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.

Learning outcomes

Use of Text

Listen attentively and speak appropriately in small and large group interactions

Listen reflectively to stories read aloud in order to identify story structures and ideas

Listen for a specific purpose in a variety of situations

Obtain specific information from short informational and expressive spoken texts

Contextual Understanding

Use language for a variety of personal purposes, e.g. invitations

Provide some background information and supporting ideas for the listener, e.g. facts and personal reasons

Begin to understand that language use is influenced by its purpose and the audience

Conventions

Recognise patterns in language and use increasingly accurate grammar

Experiment with more complex structures and features to express spoken ideas and information, e.g. provide some supporting details

Respond appropriately to spoken language in informal situations

Use some language structures and features appropriate to the purpose

Processes and Strategies

Explore thinking strategies with others

Experiment with a small range of processes and strategies when speaking e.g. use rehearsed phrases

Possible Report Comments

Use of Text

Listen and respond appropriately in a variety of situations

Contextual Understanding

Provide some background information and supporting details for the listener, e.g. facts and personal reasons

Conventions

Structure more complex sentences accurately

Processes and Strategies

Explore and explain thinking strategies with others

Viewing and Presenting

Year 4

IB Phase 3

Learners show an understanding that visual text may represent reality or fantasy. They recognise that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organise and represent information.

IB Phase 4

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

First Step Exploratory Phase

Students integrate a variety of strategies for interpreting visual texts. They typically recognise and understand links between the content and purpose and the form of visual texts. Students identify the ways in which the codes and conventions of visual text create meaning. They identify and interpret simple symbolic representation and stereotypes.

Conceptual Understandings IB3

Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.

Conceptual Understandings IB4

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.

Learning outcomes

Use of Text

Understand that the elements of all visual texts are deliberately constructed to produce meaning for specific purposes

Make meaning from a range of multi-modal texts by integrating a broader knowledge of semiotic systems, e.g. spatial and visual

Discuss and justify own interpretation of a text, referring to text details and their own knowledge and experience

Discuss interpretation of visual texts with attention to main ideas and supporting details

Identify and discuss links between print information and visual images

Contextual Understanding

Describe personal reactions to visual messages; reflect on why others may perceive the images differently

Identify the intended audience and purpose of a visual presentation

Appreciate and describe why particular formats are selected to achieve particular effects in a range of different language formats

Recognise and name familiar visual texts and explain why they are or are not effective, e.g. advertising, logos, labels, signs, billboards

Discuss alternatives about how characters, people, events and ideas are represented

Identify stereotypes in visual texts

Use knowledge of the way images are constructed to justify their interpretation of a text, e.g. camera shots and image framing

Conventions

Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters

Identify predictable organisational patterns in a range of familiar texts, e.g. television news formats

Discuss and explain visual images and effects using appropriate terminology, e.g. image, symbol, graphics, balance, techniques, composition

Recognise codes and conventions of the semiotic system when producing multimodal texts

Processes and Strategies

With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful

View, respond to and describe visual information, communicating understanding in oral, written and visual form

Use shapes, colours, symbols, layout and fonts to achieve particular affects and explain how the desired affect is achieved, e.g. design posters and charts

Select and use strategies appropriate to demands of the text and purpose of viewing, e.g. scanning, browsing

Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, e.g. facial expressions, speech bubbles, word images to convey sound effects

Possible Report Comments

Use of Text

Explain how text and illustrations work together

Contextual Understanding

Identify the key messages of visual texts

Conventions

Recognise visual codes and conventions, e.g. body language, camera techniques, captions, sound effects

Processes and Strategies

Select and use a suitable layout to meet the needs of the audience and purpose, e.g. poster designs, web pages, product labels