



Key Learning in Reading and Writing for Year 4/5

Mixed Age Key Learning in Reading and Writing

What is *Mixed Age Key Learning in Reading and Writing*?

The *Key Learning in Reading and Writing* statements relate to the age appropriate reading skills, knowledge and understanding for each year group. These have been matched across two year groups to show progression in Year 4 and Year 5.

Where have they come from?

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the National Curriculum programmes of study?

The aim was to specify the key learning in reading and writing for each year group and match statements to show progression from Year 4 into Year 5. Further details have also been added to clarify and exemplify the statements from the programmes of study.

How might *Mixed Age Key Learning in Reading and Writing* be useful?

The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives. They will enable teachers to plan for mixed age classes by examining the progression and match of statements. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as readers and writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts.

Key Learning in Reading: Year 4		Key Learning in Reading: Year 5	
Word Reading		Word Reading	
Read books at an age appropriate interest level.		Read books at an age appropriate interest level.	
Use knowledge of root words to understand meanings of words.		Use knowledge of root words to understand meanings of words.	
Use prefixes to understand meanings, e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.			
Use suffixes to understand meanings, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>.		Use suffixes to understand meanings, e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>-ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>.	
Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list) – see below.		Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) – see below	
Comprehension		Comprehension	
Developing pleasure in reading and motivation to read		Developing pleasure in reading and motivation to read	
Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. <i>fairy tales</i>, <i>folk tales</i>, <i>classic poetry</i>, <i>kennings</i>, <i>advertisements</i>, <i>formal speeches</i>, <i>magazines</i>, <i>electronic texts</i>.		Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	
Regularly listen to whole novels read aloud by the teacher.		Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	
Read books and texts for a range of purposes, e.g. <i>enjoyment</i>, <i>research</i>, <i>skills development</i>, <i>reference</i>.		Read books and texts that are structured in different ways for a range of purposes.	
		Recommend books to their peers with reasons for choices.	
		Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.	
Learn a range of poems by heart and rehearse for performance.		Learn a wider range of poems by heart.	
Orally retell a range of stories, including less familiar fairy stories, myths and legends.			
Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.		Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to audience.	
Understanding books which they can read themselves and those which are read to them		Understanding books which they can read themselves and those which are read to them	
Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. <i>metaphors</i>, <i>similes</i>.			
Explain the meaning of key vocabulary within the context of the text.		Explain the meaning of words within the context of the text.	
Use dictionaries to check meanings of words in the texts that they read.			
Use punctuation to determine intonation and expression when reading aloud to a range of audiences.		Use punctuation to determine intonation and expression when reading aloud to a range of audiences.	
Demonstrate active reading strategies, e.g. <i>generating questions</i>, <i>finding answers</i>, <i>refining thinking</i>, <i>modifying questions</i>, <i>constructing images</i>.		Demonstrate active reading strategies, e.g. <i>generating questions to refine thinking</i>, <i>noting thoughts in a reading journal</i>.	
		Check that the book makes sense to them and demonstrate understanding, e.g. <i>through discussion</i>, <i>use of reading journals</i>.	
Make predictions based on information stated and implied.		Predict what might happen from information stated and implied.	
Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.		Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	

Justify responses to the text using the PE prompt (Point + Evidence).	Justify opinions and elaborate by referring to the text, e.g. <i>using the PEE prompt- Point + Evidence + Explanation.</i>
Identify, analyse and discuss themes, e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i>	Explore themes within and across texts, e.g. <i>loss, heroism, friendship.</i>
	Through close reading of the text, re-read and read ahead to locate clues to support understanding.
Explain how paragraphs are used to order or build up ideas, and how they are linked.	
Identify main ideas drawn from more than one paragraph and summarise these, e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i>	Summarise main ideas drawn from more than one paragraph and identify key details which support this.
	Make comparisons within a text, e.g. <i>characters' viewpoints of same events.</i>
	Distinguish between statements of fact and opinion within a text.
Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.	Analyse the conventions of different types of writing, e.g. <i>use of first person in autobiographies and diaries.</i>
Retrieving and Recording Information from non-fiction	Retrieving and Recording Information from non-fiction
Prepare for research by identifying what is already known about the subject and key questions to structure the task.	
Analyse and evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i>	Identify how language, structure and presentation contribute to meaning, e.g. <i>formal letter, informal diary, persuasive speech.</i>
Record information from a range of non-fiction texts.	
Scan for dates, numbers and names.	Scan for key words and text mark to locate key information.
Navigate texts, e.g. <i>using contents and index pages, in order to locate and retrieve information in print and on screen.</i>	
Evaluating the impact of the author's use of language	Evaluating the impact of the author's use of language
	Explore, recognise and use the terms metaphor, simile, imagery.
	Explain the effect on the reader of the authors' choice of language.
Participating in Discussion	Participating in Discussion
Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates.
	Prepare formal presentations individually or in groups.
	Use notes to support presentation of information.
	Respond to questions generated by a presentation.
Develop, agree on and evaluate rules for effective discussion.	Participate in debates on an issue related to reading (fiction or non-fiction).
Make and respond to contributions in a variety of group situations, e.g. <i>whole class, independent reading groups, book circles.</i>	

Key Learning in Writing: Year 4 Composition	Key Learning in Writing: Year 5 Composition
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
Create complex sentences with adverb starters, e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i>	
Use commas to mark clauses in complex sentences.	Demarcate complex sentences using commas in order to clarify meaning.
Use commas after fronted adverbials.	
	Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i>
	Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i>
	Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i>
	Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i>
Create sentences with fronted adverbials for where, e.g. <i>In the distance, a lone wolf howled.</i>	
Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i>	Link ideas across paragraphs using adverbials for time, place and numbers, e.g. <i>later, nearby, secondly.</i>
	Explore, collect and use adverbs to indicate degrees of possibility, e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i>
	Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i>, e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i>
	Create complex sentences where the relative pronoun is omitted, e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i>
	Create and punctuate complex sentences using <i>ed</i> opening clauses, e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i>
	Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i>
	Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i>
	Use devices to build cohesion within a paragraph, e.g. <i>firstly, then, presently, this, subsequently.</i>
Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour guide announced, "Be back here at four o' clock."</i>	
- Identify, select and use determiners including: - articles: <i>a/an, the</i> - demonstratives: <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i>	
Identify, select and effectively use pronouns.	

Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.	
Explore, identify, collect and use noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>.	Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>.
	Explore, collect and use modal verbs to indicate degrees of possibility, e.g. <i>might, could, shall, will, must</i>.
	Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.
	Investigate verb prefixes, e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.
Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it instead of she seen it</i>.	
Use apostrophes for singular and plural possession, e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.	

Composition		Composition	
Planning		Planning	
Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.		- Identify the audience and purpose. - Select the appropriate language and structures.	
Read and analyse narrative, non-fiction and poetry in order to plan their own versions		Think how authors develop characters and settings (in books, films and performances).	
Discuss and record ideas for planning, e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i>		- Use similar writing models. - Note and develop ideas. - Draw on reading and research.	
Drafting and Writing		Drafting and Writing	
Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.			
- Plan and write an opening paragraph which combines setting and character/s. - Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.		Blend action, dialogue and description within and across paragraphs.	
Generate and select from vocabulary banks, e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration.</i>		Select appropriate structure, vocabulary and grammar.	
Use different sentence structures (see VGP).		Use different sentence structures with increasing control (see VGP).	
- Use paragraphs to organise writing in fiction and non-fiction texts. - Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i>		Use devices to build cohesion (see VGP).	
Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i>		Use organisation and presentational devices, e.g. <i>underlining, bullet points, headings.</i>	
Evaluating and Editing		Evaluating and Editing	
		Assess the effectiveness of own and others' writing in relation to audience and purpose	
Proofread to check for errors in spelling, grammar and punctuation.		Proofread for spelling and punctuation errors.	
Discuss and propose changes to own and others' writing with partners/small groups.		Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	
		Ensure consistent and correct use of tense throughout a piece of writing.	
		Ensure consistent subject and verb agreement.	
Improve writing in light of evaluation.			
Performing		Performing	
Use appropriate intonation, tone and volume to present their writing to a range of audiences.		- Use appropriate intonation and volume. - Add movement. - Ensure meaning is clear.	

Transcription Spelling	Transcription Spelling
Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.	Investigate verb prefixes, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>.
Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>.	Recognise and spell words ending in <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>-ence</i>, <i>-ency</i>.
	Recognise and spell words ending in <i>-able</i> and <i>-ible</i>.
	Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.
	Recognise and spell the suffixes <i>-al-</i>, <i>-ary</i>, <i>-ic</i>.
Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>	Spell further suffixes, e.g. <i>ll</i> in <i>full</i> becoming <i>l</i>.
	Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive</i>, <i>receive</i>.
	Recognise and spell words containing the letter-string <i>ough</i>.
	Spell some words with 'silent' letters, e.g. <i>knight</i>, <i>psalm</i>, <i>solemn</i>.
Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme</i>, <i>chorus</i>.	
Identify and spell words with the /j/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>.	
Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue</i>, <i>antique</i>	
Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science</i>, <i>scene</i>	
Understand how diminutives are formed using, e.g. suffix <i>-ette</i> and prefix <i>mini-</i>.	
	Spell unstressed vowels in polysyllabic words.
Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes, e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb).	
The /1/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth</i>, <i>gym</i>, <i>Egypt</i>.	
Use the first three letters of a word to check its spelling in a dictionary.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
	Use a thesaurus.
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).	
	Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.
Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.	Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) see below.
	Develop self-checking and proof reading strategies.

Transcription	Transcription
Handwriting	Handwriting
▪ Use a joined style throughout their independent writing.	▪ Write fluently using a joined style as appropriate for independent writing.
▪ Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i>	▪ Choose when it is appropriate to print (lower case or upper case) rather than to join writing, e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i>

English

Word Lists for Reading and Spelling

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

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