

# Providence English Private School

## English Language ( Year 4)

### Listening

#### Listening for global meaning

4Lm.01 Understand, with support, most of the main points of short talk.

#### Listening for detail

4Ld.01 Understand, with support, a range of instructions.

4Ld.02 Understand, with support, an increasing range of questions which ask for information.

4Ld.03 Deduce meaning from context, with little or no support, in short talk.

4Ld.04 Understand, with little or no support, most specific information and detail of short talk.

Listening for opinion

4Lo.01 Recognise, with little or no support, the opinions of the speaker(s) in short talk.

### Speaking

#### Communication

4Sc.01 Give basic information about themselves and others using a short sequence of sentences.

4Sc.02 Describe people, places and objects, and routine past and present actions and events, using a short sequence of sentences.

4Sc.03 Ask questions to find out general information on an increasing range of topics and respond accordingly.

4Sc.04 Give, with support, a short sequence of instructions.

4Sc.05 Pronounce some familiar words and phrases clearly; others may need to ask for repetition from time to time.

4Sc.06 Produce a short sequence of sentences to maintain short exchanges, allowing for some hesitation, false starts and reformulation.

4Sc.07 Use some simple grammatical structures and sentence patterns correctly, allowing for some basic mistakes.

#### Express opinion

4So.01 Express, with support, opinions and feelings.

#### Organisation

4Sor.01 Link, with support, a short sequence of simple sentences using a limited range of connectives.

4Sor.02 Initiate, maintain and conclude interaction, with some support, in an increasing range of exchanges.

### Writing

#### Communicative achievement

4Wca.01 Use legible handwriting in written work with some speed and fluency.

4Wca.02 Spell most high-frequency words accurately when writing independently.

4Wca.03 Plan, write, edit and proofread a short sequence of sentences in a paragraph, with support.

4Wca.04 Use some simple grammatical structures and sentence patterns correctly, allowing for some mistakes.

#### Organisation

4Wor.01 Punctuate a sequence of sentences in a paragraph during guided writing with some accuracy.

4Wor.02 Link, with support, a short sequence of simple sentences using a limited range of connectives to create a paragraph.

4Wor.03 Use, with support, appropriate layout for a limited range of written genres.

## Content

4Wc.01 Write, with support, a short sequence of instructions.

4Wc.02 Write, with support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events.

4Wc.03 Express, with support, opinions and feelings.

## Reading

### Reading for global meaning

4Rm.01 Understand, with support, some of the main points of short, simple texts.

4Rm.02 Read, with support, an increasing range of short, simple fiction and non-fiction texts with confidence and enjoyment.

### Reading for detail

4Rd.01 Understand, with little or no support, most specific information and detail in short, simple texts.

4Rd.02 Read and follow an increasing range of instructions.

4Rd.03 Deduce meaning from context, with little or no support, in short, simple texts.

4Rd.04 Explore words with common roots and derivations, including links to words in their first language.

### Reading for opinion

4Ro.01 Recognise, with little or no support, the opinions of the writer(s) in short, simple texts.

## Use of English

### Grammatical forms

4Ug.01 Begin to use tag questions to seek agreement or clarify.

4Ug.02 Use *would you like + noun* to offer and *would you like + verb* to invite and use appropriate responses to invitations, *yes please, no thank you*.

4Ug.03 Use imperative forms [positive and negative] of an increasing range of verbs to give a short sequence of commands and instructions.

4Ug.04 Use present simple regular and irregular forms to describe routines, habits and states.

4Ug.05 Use past simple regular and irregular forms to describe routines, habits and states.

4Ug.06 Use present continuous forms with future meaning.

4Ug.07 Use past continuous forms for background actions.

4Ug.08 Use present perfect forms of common verbs to express what has happened [indefinite time].

4Ug.09 Use future forms *will* for predictions and *be going to* to talk about already decided plans.

4Ug.10 Use *have [got] to/had to* to express obligation and *might, may, could* to express possibility.

4Ug.11 Use an increasing range of adjectives and comparative and superlative adjectives [regular and irregular].

### Vocabulary

4Uv.01 Use *like* to describe things and *about* to denote topic.

4Uv.02 Use prepositions of direction (e.g. *into, out, of, from, towards*).

4Uv.03 Use adverbs of indefinite time (e.g. *yet, ever, already, always*).

4Uv.04 Use comparative and superlative forms of common adverbs.

4Uv.05 Use an increasing range of countable and uncountable nouns.

### Sentence structure

4Us.01 Use an increasing range of quantifiers (e.g. *each, every, a few, few, a little, little*).

4Us.02 Use a limited range of indefinite pronouns (e.g. *some, any, something, nothing, anything*).

4Us.03 Use connectives (e.g. *when, before, after, then*) to link parts of sentences.

4Us.04 Use defining relative clauses *with which, who, that, where* to give personal information.

4Us.05 Use *when/before/after* subordinate clauses to describe simple present and past actions.

4Us.06 Use an increasing range of verbs followed by infinitive and gerund forms.

4Us.07 Use infinitive of purpose.