



Year 4
Achievement Standards
LITERACY

BY THE END OF YEAR 4, I SHOULD BE ABLE TO...

READING AND VIEWING

- identify characteristics used in narratives, information and persuasive texts and that each type of text has a different purpose
- read and evaluate different types of texts
- use comprehension strategies to identify literal (facts within the writing) and inferred (linking text with student knowledge) meaning
- compare modern texts with texts from earlier times (words, images, content)
- compare and contrast differences in narratives (storyline, ideas, characters, relationships)
- share and discuss understanding of shared narratives with others
- use subject specific language to describe features of and understand written texts
- identify features of online texts that make them easier to interpret and read (links, navigation, graphics, layout etc)

SPELLING AND WRITING

- use sound patterns to spell more complex words (Stage 4 PLD phonics - please see classroom teacher if you would like a list of these sounds)
- write a large set of high frequency words including homophones (words that sound the same)
- use vocabulary from a range of sources (research, interests etc) in writing.
- use parts of speech e.g. nouns, verbs and prepositions to enhance writing
- use prepositional phrases (eg ...in the kitchen....under the table.... on the chair) in different ways to provide additional details in writing
- use adverb groups (group of words based on an adverb e.g. Running quickly... forcefully pushing) in different ways to provide additional details in writing
- use indirect and direct speech in writing and use quotation marks to represent "Titles" eg. "The BFG"
- plan and publish imaginative, informative and persuasive texts for a wide range of audiences
- reread and edit writing for meaning to improve context and structure
- write using joined letters neatly and automatically
- use a range of IT to construct, edit and publish written word, also including visuals and audio
- create written texts using own experiences and imagination and developing storylines, characters and setting
- explore how placement, framing and impact are created in still and moving images

SPEAKING AND LISTENING

- listen and interpret key points and follow instructions
- listen and use information to share and extend ideas and information
- listen to and understand another person's point of view
- speak to communicate effectively using familiar and new words and tone, pace, pitch and volume
- plan and deliver oral presentations presenting learned content, responding to purpose and audience
- discuss how authors and illustrators make stories exciting, moving and hold readers interest. ie character development, plot etc
- use a range of devices (e.g. word play, nonsense words, spoonerisms, neologisms, puns) in poetry and other texts
- understand that Standard Australian English is one of many dialects used in Australia and is influenced by other languages
- understand the differences between languages of opinion and language of factual reporting