

Year 4 KPIs

Expected

- Pupils read further exception words & note the unusual correspondences between spelling and sound. (see English Appendix 1: Spelling) Across a wide range of texts pupils can:
- Make predictions based on details stated and justifying inferences with evidence
- Draw on contextual evidence to make sense of what is read
- Distinguish between statements of fact and opinion
- Discuss and explain their understanding of the meaning of vocabulary in context
- Deduce characters' feelings, thoughts and motives from their actions
- Comment on how language, including figurative language, is used to contribute to meaning
- Explain and justifies personal opinion;
- Identify use of language and is able to justify their opinions using evidence from the text e.g. 'disgraceful' is a good word because it shows he is not impressed
- Asking and answering appropriate questions related to text
- Identifying main ideas drawn from more than one paragraph and summarizing these
- Make basic comparisons within and across different texts.
- Use inference to identify the authors' viewpoint and justify with evidence

Greater Depth

- Identify use of language and justify opinions using evidence from the text e.g. 'disgraceful' is a good word because it shows he is not impressed
- Can identify how the structure, presentation and punctuation can contribute to the effect of the text

Year 4 Expected

The child was completing a selfie after reading the whole class reading text for that day. The text, 'Christophe's Story' was chosen as a link through the curriculum learning which was based on the theme, 'Human Rights'. The focus was on prediction however the child was able to draw on a range of KPIs throughout the reflection.

KPI: Make predictions based on details stated and justifying inferences with evidence

The child was able to make a prediction based on what had previously happened in the story. They used previous inference of the characters to predict what might happen next.

KPI: Draw on contextual evidence to make sense of what is read

The child has drawn on contextual evidence. For example, knowing that a fire is dangerous therefore would make you worried if you could not find a family member.

KPI: Use inference to identify the author's viewpoint and justify with evidence

Here, the child has inferred that the author is trying to make the reader feel suspense. They have been able to explain how the author has created this by making connections to a 'burning house.'

The image shows a student's handwritten work on lined paper. At the top, there is a worksheet titled 'Selfie' with a small icon of a smartphone. The worksheet asks the student to write a prediction for what will happen after a specific event. The event described is: 'They've set fire to your house!' she cries. I want to see the fire, but my legs won't work. Mama says, 'You stay right there!' Then I see that my brother isn't there. 'Where's Matthieu?' I ask'. To the right of the event, there is a box titled 'Stems' with a list of phrases: 'I wonder if', 'I predict', 'I think that because', 'I bet that', 'I imagine', and 'I think * will happen'. Below the worksheet, the student has written a prediction in cursive: 'I predict that Matthieu is in the burning house because as soon as A yoribe says your house is on fire Christophe says "Where is Matthieu" This suggests that Christophe is concerned as to where Matthieu is which means he could still be in the house. I think that the author chose to use that dialogue to make us think he is in the burning house which builds more suspense to the story.'

Year 4 - Greater Depth

A verbal conference has taken place with a child working at the greater depth standard. After conversations with the child the teacher has written a brief comment on some of the KPI's that were met. A question was then posed to the child and after completing, the teacher has gone back and has questioned the child further to meet a GD KPI and to develop their response.

KPI: Identify use of language and is able to justify their opinions using evidence from the text e.g. 'disgraceful' is a good word because it shows he is not impressed

The child has been able to offer an opinion of the use of the word 'spiteful' and has consider why it is effective.

KPI: Use inference to identify the author's viewpoint and justify with evidence

The child has been able to offer an opinion of the use of the word 'spiteful' and has consider why it is effective. The child was able to identify the author's viewpoint during this reflection based on the character's actions and dialogue from the character.

7.19 Secret Friends

Holly was able to clarify meanings of words and reflect on the use of language within the text. E.g. 'spiteful'.

How do you think the author wants us to feel about Kate and Sophie?

I think the author wants us to think that Kate and Sophie are not very nice people because she uses the word 'spiteful' to describe how mean they can be. If she had wanted to show they are not very nice occasionally she could have used the word 'mean'. But by using 'spiteful', it suggests they really want to hurt people's feelings.

Do you think 'spiteful' was a good word for the author to use to make us think that

Yes, I think 'spiteful' was a good word to describe them because it is an effective word

that as a reader it tells me straight away the type of characters they are.

Year 4 - Greater Depth continued

The child was completing a big picture based on the text they had been reading with the class that week. The text, 'Street Child' was chosen as a link through the curriculum learning which was based on the theme, 'Human Rights'. Through the questions posed on the big picture, a range of KPI's were able to be met including opportunity for greater depth.

KPI: Draw on contextual evidence to make sense of what is read

KPI: Asking and answering appropriate questions related to text

KPI: Deduce characters' feelings, thoughts and motives from their actions

The child was able to read between the lines and infer that Mr Spinks is not a friendly mannered person. *'In the text it says that he acted spitefully towards other characters, therefore he cannot be a friendly natured character.'*

KPI: Discuss and explain their understanding of the meaning of vocabulary in context

KPI: Use inference to identify the author's viewpoint and justify with evidence

The child has been able to explain their understanding of the word 'thrust' as well as consider another word that could have been used to create the same effect within the text. The child is able to articulate the image that the author was trying to create.

Big Picture

the rags clean away from her.
Lizzie knelt down and helped her mother to sit up.
"Where's your money, Mrs Jarvis?" Mr Spink thrust his cane under his arm and stood with his hands in his pockets, jingling the loose coins there like little bells, as if they made sweet music to his ears. He saw the purse bag on the floor and peered down at it. He leaned down towards Jim, who backed away from his wheezy breath.

"I'm an old man, and I don't bend. Pick up that purse for me, sonny."
Jim bent down and picked it up. He held it out at arm's length for Mr Spink to take, but the man rolled his eyes at him.
"Is it empty, sonny? Empty?" He said, as if he couldn't believe it. He saw the pie cloth in the hearth, with the crumbs of pastry that the children had left, and the stain of gravy on it. He started back as if the sight of it amazed him and glared round at them all.

1. Read the following statements and tick if they are true or false.

Statement	True	False
Mr Spinks is a friendly mannered person.		<input checked="" type="checkbox"/>
Jim's family have no money at all.	<input checked="" type="checkbox"/>	
Mr Spinks believe they are hiding money from him so they don't have to pay their rent.	<input checked="" type="checkbox"/>	
Ma is not well	<input checked="" type="checkbox"/>	
Ma is pretending to not be well.		<input checked="" type="checkbox"/>

1. What does 'thrust' mean in the sentence, "Mr Spink thrust his cane under his arm."
2. What can you infer about the character Mr Spink? Use evidence from the text to support your ideas.
3. What might happen next and what evidence is there to support your prediction?
4. How do you know Ma is not well? What evidence in the text is there to support your idea?
5. How do you think the children are feeling at this moment in the story?

The word 'thrust' describes the way he put the cane under his arm. A rather way it could be said is he forced his cane under his arm.

Both of these actions show that the way he puts it under his arm is aggressive.