

For information on the next level see

Understanding progress in English: a guide for parents

Working at level 4 in English

Children will be able to do many of the following:

Speaking and listening

- express their ideas or feelings or tell a story clearly
- adapt their speech appropriately in more formal situations
- work in groups to plan or fulfil a task
- take on a specific imagined role
- comment on how people's spoken language varies.

Reading

- read full length books independently
- select strategies to help them self-correct when faced with difficult words or unfamiliar texts
- read actively, for example, predict what happens next, visualise what is described, speculate about characters' actions and motives
- get the point, the moral or the message of a text beyond the literal
- read to support their work in all subjects, for example, research a topic in print or on-screen.



Writing

- write reasonably complex texts independently, developing some ideas in detailed, interesting ways, for example, a newspaper report of an incident including eye witness reports
- choose a form of writing appropriate to the purpose and use some words and phrases for effect
- use sections or paragraphs to organise their material to help the reader
- write simple sentences accurately and some extended sentences, using commas to chunk them
- use writing in a variety of forms to support their learning in all subjects.



What you can do at home to help your child make progress

Speaking and listening

- encourage them to talk clearly and at length about their ideas
- listen to and talk about things that are not immediately familiar, such as items on the news
- play memory games, taking turns to answer questions about a story or film they've listened to
- encourage them to take on specific roles in their social life, for example, in a sports team, after school club.



Writing

- ask them to tell you what are the best features of their writing
- discuss possible improvements, for example, how to include more detail, vary the pace of a story, or rephrase a sentence
- help them to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs.

Reading

- help them to think about the writer behind the text, for example:
 - why they chose the language they did?
 - why they organised the text in that way?
 - what effect they hoped to have on the reader?
- when looking for information in print or on-screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source