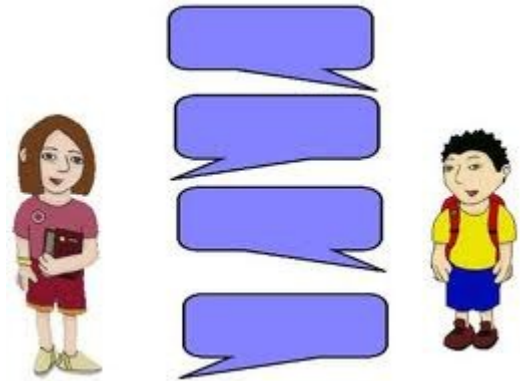


# Working at Level 4 in English

Students 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

## Writing

- ⇒ Write reasonably complex texts independently, developing some ideas in detailed, interesting ways
- ⇒ 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
- ⇒ Use writing in a variety of forms to support 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



## 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 they talk about their reading encourage them to refer to evidence in the text that will support their views
- ⇒ 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

## 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

