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 **Year 4** **English Progression Map**

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| Reading: Word Recognition | * Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.
* Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
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| Reading: Comprehension | * Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* Reading books that are structured in different ways and reading for a range of purposes
* Using dictionaries to check the meaning of words that they have read
* Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally
* Discussing words and phrases that capture the reader’s interest and imagination
* Identifying themes and conventions in a wider range of books
* Recognising some different forms of poetry
* Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action
* Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.
* Drawing inferences such as inferring characters’ feelings thoughts and motives from their actions and justifying inferences with evidence
* Predicting what might happen from details stated and implied
* Ask questions to improve their understanding of the text
* Identifying main ideas drawn from more than one paragraphs and summarise these
* Identify how language, structure and presentation contribute to meaning
* Retrieve and record information from non- fiction
* Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say.
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| Writing: Handwriting | * Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
* Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch.
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| Writing: Punctuation and Grammar | **Sentence Structure*** Noun phases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
* Fronted adverbials (e.g. Later that day, I heard bad news).

**Text Structure*** Use paragraphs to organise ideas around a theme.
* Appropriate choice of **pronoun** and **noun** withinand across sentences to aid cohesion and avoid repetition.

**Punctuation*** Use of inverted commas and other punctuation to indicate direct speech.
* Apostrophes to mark plural possession.
* Use of commas after fronted adverbials.
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|  Writing: Composition | * Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discuss and record ideas* Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures.
* Organise paragraphs around a theme
* In narratives, create settings, characters and plot
* In non-narrative material, use simple organisational devices such as headings and sub-headings
* Assess the effectiveness of their own and others’ writing and suggest improvements
* Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
* Proof read for spelling and punctuate errors
* Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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| Writing: Spelling | * Spell further homophones
* Spell words that are often misspelt
* Use the first two or three letters of a words to check its spelling in a dictionary
* Use further prefixes and suffixes and understand how to add them
* Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far
* Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
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