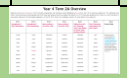
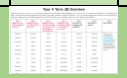
English Progression Map

Year 4

	Autumn						Spring						Summer					
Text Coverage																		
Writing Genre	Dangle	Dragon Storm	Instructions	Performanc e Poetry	Narrative- Spiderwick Chronicles		Narrative- Christophe' s Story	Reading Poetry	Recounts- Newspaper Reports	Narrative- Call Me Lion			Narrative- The Explorer	Writing Poetry	Dream Giver			
Number of Weeks	1	4	2	1	7		4	1	2	2			6	1	2			
Spoken Language	• Articulate and justify answers, arguments and opinions • Maintain attention and participate in collaborative discussions, initiating and responding to comments • Use spoken language to speculate, hypothesise, imagine and explore ideas	•Listen and respond appropriately to adults and peers • Ask relevant questions to build vocabulary, understanding and knowledge • Give well structured descriptions and explanations	• Select and use appropriate registers for effective communication	• Select and use appropriate registers for effective communication	• Give well-structured descriptions and explanations •Listen and respond appropriately to adults and peers • Ask relevant questions to build vocabulary, understanding and knowledge • Consider and evaluate different viewpoints		• Maintain attention and participate in collaborative discussions, initiating and responding to comments	• Maintain attention and participate in collaborative discussions, initiating and responding to comments	• Consider and evaluate different viewpoints	• Use spoken language to speculate, hypothesise, imagine and explore ideas • Consider and evaluate different viewpoints			• Articulate and justify answers, arguments and opinions • Use spoken language to speculate, hypothesise, imagine and explore ideas • Consider and evaluate different viewpoints	• Select and use appropriate registers for effective communication	• Listen and respond appropriately to adults and peers • Ask relevant questions to build vocabulary, understanding and knowledge • Give well-structured descriptions and explanations			
Reading – word reading		- To predict what might happen from details stated and implied in a Year 4 text - To explain the meaning of words in context based on a year 4 text - To identify and comment on authors' choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description - To empathise with different characters' points of view in order to explain what characters are thinking/feelin g and the way they act	- To begin to identify the purpose and audience of different fiction/non-fiction text and evaluate the success of each of these elements. - To use text marking to support retrieval of information or ideas from texts (highlighting, notes in the margin)	- To read aloud with pace, fluency and expression	- To predict what might happen from details stated and implied in a Year 4 text - To locate information by skimming (for a general impression)		- To predict what might happen from details stated and implied in a Year 4 text - To identify main ideas drawn from more than two paragraphs across a text and summarise these.	- To identify the purpose and audience of different fiction/non-fiction text and evaluate the success of each of these elements	- To explain the meaning of a word in context using the knowledge of root words, prefixes and suffixes. - To begin to identify the purpose and audience of different fiction/non-fiction text and evaluate the success of each of these elements. - To use text marking to support retrieval of information or ideas from texts (highlighting, notes in the margin)	- To predict what might happen from details stated and implied in a Year 4 text - To explain the meaning of words in context based on a year 4 text - To locate information by skimming (for a general impression)			- To predict what might happen from details stated and implied in a Year 4 text - To locate information by skimming (for a general impression) - To identify main ideas drawn from more than two paragraphs across a text and summarise these. - To identify and comment on authors' choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description - I show awareness of	- To identify the purpose and audience of different fiction/non-fiction text and evaluate the success of each of these elements				

		- To locate information by skimming (for a general impression) and scanning (to locate specific information)											punctuation marks when reading aloud, pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue, commas, ellipsis and brackets.					
Reading – comprehension	- To identify main ideas drawn from more than one paragraph and summarise these. - To predict what might happen from details stated and implied. - To draw inferences from my reading e.g. inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	- To precisely retrieve words and phrases from the text to support discussions around characters' feelings, thoughts and motives using evidence from their actions.	- To identify main ideas drawn from more than two paragraphs across a text and summarise these. - To begin to identify the purpose and audience of different fiction/non-fiction text and evaluate the success of each of these elements. - To locate information by skimming (for a general impression)	- To ask questions to help me further my understanding of the text.	- To predict what might happen from details stated and implied. - To identify and comment on authors' choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description. - To identify main ideas drawn from more than two paragraphs across a text and summarise these. - To empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.		- To discuss words and phrases that the author uses to grab the attention of the reader. -To check the meaning of words using a dictionary.	- To recall and summarise main ideas.		- To identify recurring themes and elements in different stories and poetry e.g. good over bad, magical devices. - To empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act			- To draw inferences from my reading e.g. inferred characters, thoughts and motives. - I am increasingly familiar with a wide range of books including fairy stories and myths and legends. - To identify recurring themes and elements in different stories and poetry e.g. good over bad, magical devices.	- To identify recurring themes and elements in different stories and poetry e.g. good over bad, magical devices.			
Writing Composition			• To plan my writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To propose changes to grammar and vocabulary building a varied range of sentence structures, rich in vocabulary. -To create a set of instructions and improve them effectively using specific time phrases and imperative verbs. -To plan my writing by discussing and recording ideas. - To draft and write by, in non-narrative material, using simple organisational devices (for example	• To draft and write by composing and rehearsing sentences orally (including dialogue)	• To plan my writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To draft and write by organising paragraphs around a theme. • To draft and write by creating settings, characters and plot. • To evaluate and edit by assessing the effectiveness of my writing and others' and suggesting improvements. - To use a range of sentence structures		- My paragraphs may be extended and developed, usually around a topic, main point, event or idea, e.g. with explanation, contrast, additional detail. (Christophe's Story) - I use dialogue to move my writing forwards • To draft and write by organising paragraphs around a theme.		- To begin to include a viewpoint in my writing-				- To create connections within and between paragraphs generally maintained through use of ongoing references, e.g. pronouns, adverbials, connectives (Eventually we...). - To begin to include a viewpoint in my writing- To make links established between paragraphs, although transitions may be awkward or abrupt. • To evaluate and edit by assessing the effectiveness of my writing and others' and suggesting improvements	• To evaluate and edit by assessing the effectiveness of my writing and others' and suggesting improvements	• proof reading for spelling and punctuation errors, proposing changes to grammar and vocabulary to improve consistency and authorial intent • read aloud to myself and others to ensure the meaning is clear			

				headings and sub-headings).														
Grammar & Punctuation	**Word**			To know and use the standard English forms for verb inflections rather than local spoken forms (e.g. we were instead of we was). -To choose appropriate imperative verbs and time phrases in a what to do section of an instruction text.	To understand the grammatical differences between plural and possessive -s	To understand the grammatical differences between plural and possessive –s. To use a and an correctly (3)		- To use the correct determiner in my writing - To understand the grammatical differences between plural and possessive -s							To know and use the standard English forms for verb inflections rather than local spoken forms (e.g. we were instead of we was)	- To identify a verb in the past progressive form.			• To use conjunctions, adverbs and prepositions to express time and cause (3)
	Sentence		• To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.					- To use fronted adverbials	- To extend my sentences with more than one clause by using a wider range of conjunctions eg when, if because, although								- To identify the main and subordinate clauses in a sentence.		
	Punctuation						• To use and punctuate direct speech (3)											-To use commas after fronted adverbials (mostly correctly)	-To indicate possession by using the possessive apostrophe with singular and plural nouns (mostly correctly)
	Text		• To choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition. • To use paragraphs to organise ideas/ sentences around a theme			• To discuss dialogue in narratives or characters' language in drama						- To choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition							
Grammar & Punctuation Vocabulary			noun, pronoun, possessive pronoun.	Pronoun, adverbial, past progressive, main clause, subordinate clause, fronted adverbial, singular, plural, possessive apostrophe.	Adverb, preposition, conjunction.	Conjunction, fronted adverbial, determiner,	present progressive.						- To use these words when talking about my writing: determiner (article, demonstratives , quantifiers, possessives)		- To use these words when talking about my writing: pronoun, possessive pronoun, adverbial				
Transcription Spelling																			
Transcription Handwriting		Handwriting: Letter Join (all objectives) -To use the diagonal and horizontal strokes to join letters.	-I know which letters are best unjoined. Top joins:	· ou, ov ow op · re ri, rt, rk	· ob ol ot of lf · we, we, wh	Top joins: · fe f i fu fl ft	Joins to anti clockwise letters · ac ad ag ca	· da ha oa od · og oo	Practice joins to anti clockwise letters · fa fo va wa, ws	· ea, ed joins to e	• joining from i Handwriting Practice:	Joining from p b descenders to e	Top joins: · fe f i fu fl ft	Joins to anti clockwise letters · ac ad ag ca	· da ha oa od	· og oo	Handwriting Practice:	-qu, ff ss sw us ix	• To write legibly, fluently and with increasing speed and personal style.