

Progression Map for English: Year 4

UPDATED 2019

WORD READING Learning Lenses focus: To read words accurately	COMPREHENSION Learning Lenses Focus: To understand texts	TRANSCRIPTION Learning Lenses focus: To spell correctly	HANDWRITING Learning Lenses focus: To present neatly*	COMPOSITION Learning Lenses focus: 1) To write with purpose; 2) use imaginative description; 3) organise writing; appropriately; 4) use paragraphs; 5) use sentences appropriately	VOCABULARY, GRAMMAR AND PUNCTUATION Learning Lenses Focus:
<p>The pupils should be taught to:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. <p>GUIDANCE Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When children are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decide to words that they may already have heard but may not have seen in print.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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 stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of books; preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; discussing words and phrases that capture the reader's interest and imagination; recognising some different forms of poetry [for example, free verse, narrative poetry] checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text; 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; identifying main ideas drawn from more than one paragraph and summarising these; identifying 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 they can read for themselves, taking turns and listening to what others say. 	<p>Revision from Y1 and 2: pay attention to suffixes</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)). Spell further homophones. Spell words that are often misspelt (English Appendix 1 (Year 3/4)) Place the possessive apostrophe accurately in words with regular plurals [for example, girls", boys") and in words with irregular plurals [for example, children"s]. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>The pupils should be taught to:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of Appendix 2); their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English (English Appendix 2) organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>WORD</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms (e.g., 'we were' instead of 'we was', or 'I did' instead of 'I done'). <p>SENTENCE</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g., <i>the teacher expanded to: the strict maths teacher with curly hair</i>). Fronted adverbials (e.g., <i>Later that day, I heard the bad news.</i>). <p>TEXT</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [e.g., <i>a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</i>] Apostrophes to mark singular and plural possession (e.g., <i>the girl's name, the girls' names</i>). Use of commas after fronted adverbials. <p>Terminology for pupils</p> <ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading: determiner; pronoun, possessive pronoun; adverbial.