Year 4 **English Progression Map**

	Skills
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.
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
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.w
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** within and 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.
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

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.