



**Sacred Heart Catholic Primary School**

**English Progression Map**



<b>Year 4</b>	<b>Skills</b>
Reading: Word Recognition	<ul style="list-style-type: none"><li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li><li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li></ul>
Reading: Comprehension	<ul style="list-style-type: none"><li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• Reading books that are structured in different ways and reading for a range of purposes</li><li>• Using dictionaries to check the meaning of words that they have read</li><li>• Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally</li><li>• Discussing words and phrases that capture the reader’s interest and imagination</li><li>• Identifying themes and conventions in a wider range of books</li><li>• Recognising some different forms of poetry</li><li>• Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action</li><li>• Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</li><li>• Drawing inferences such as inferring characters’ feelings thoughts and motives from their actions and justifying inferences with evidence</li><li>• Predicting what might happen from details stated and implied</li><li>• Ask questions to improve their understanding of the text</li><li>• Identifying main ideas drawn from more than one paragraphs and summarise these</li><li>• Identify how language, structure and presentation contribute to meaning</li></ul>

	<ul style="list-style-type: none"> <li>• Retrieve and record information from non- fiction</li> <li>• 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</li> </ul>
<p>Writing: Handwriting</p>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• 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.</li> </ul>
<p>Writing: Punctuation and Grammar</p>	<p><b><u>Sentence Structure</u></b>  Noun phrases 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. <u>Later that day.</u> I heard bad news).</p> <p><b><u>Text Structure</u></b>  Use paragraphs to organise ideas around a theme.  Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across sentences to aid cohesion and avoid repetition.</p> <p><b><u>Punctuation</u></b>  Use of inverted commas and other punctuation to indicate direct speech.  Apostrophes to mark plural possession.  Use of commas after fronted adverbials.</p>

<p>Writing: Composition</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures.</li> <li>• Organise paragraphs around a theme</li> <li>• In narratives, create settings, characters and plot</li> <li>• In non-narrative material, use simple organisational devices such as headings and subheadings</li> <li>• Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof read for spelling and punctuate errors</li> <li>• 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</li> </ul>
<p>Writing: Spelling</p>	<ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Use the first two or three letters of a words to check its spelling in a dictionary</li> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> </ul>