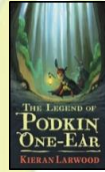


English Progression Map Year 4



I enjoy a range of books from a range of authors. I am learning how to select books for specific purposes, using the Dewey system in our library.

I can identify features of different types of texts and identify simple themes within them.

I can read a text fluently and pick out key information.

I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can summarise to re-cap and predict what may happen next from clues in a text.

I can explain the meaning of words in context. I ask relevant questions to improve my understanding of a text and new words in it. I can use a dictionary to check the meaning of unfamiliar words.

I can infer meanings & begin to justify them with evidence from the text

I can explore poetry and discuss figurative language. I can prepare poetry to read aloud and perform.

Reading

I can discuss and record ideas to help plan my writing.

I can compose sentences (out loud first) with different sentence structures.

I can write a narrative with a clear structure, setting and plot.

I can move my narrative on, using direct speech in my writing and punctuating it correctly.

I use a range of sentences which have more than one clause, and I write in paragraphs.

I can write non-narrative texts using different organisational devices.

I can improve my writing by changing grammar and vocabulary, and I understand how to use a thesaurus.

I am learning to proof-read to check for errors in spelling and punctuation.

Composition

I can use apostrophes to mark possession and omission.

I use commas in lists, in direct speech and with fronted adverbials.

Punctuation

My joined handwriting is legible and consistent and ascenders and descenders are clear.

Handwriting

I can use the correct tense consistently in my writing (including past tense with has/ have).

I can use expanded noun phrases.

I can use fronted adverbials.

I can write in paragraphs.

I make an appropriate choice of pronoun and noun within & across sentences.

Structure

| | | |
|---|---|---|
| <p>Writing to others. (Letter to my teacher)</p> <p>A letter to Rwanda. (Recounts)</p> <p>Is plastic fantastic? (Plastic debate and Poetry)</p> <p>People who have changed the World. (Biography writing)</p> | <p>Exploring emotions. (Beowulf's diary)</p> <p>The power of storytelling.</p> <p>Persuasion. (A battle cry)</p> | <p>The new Iron Man (Creating an imaginary creature)</p> <p>Firing our imaginations. (Features of different poetry) (Two poet study)</p> <p>Ready to perform. (Creating, rehearsing and performing choral poems)</p> |
|---|---|---|

I take care to spell the words from our non-negotiable list carefully

I can spell the words from the Year 4 Spelling Shed lists.

I can spell the commonly misspelt words from the Y3/Y4 word list.

I can use the first 2 or 3 letters of a word to check a spelling in a dictionary.

Spelling