



Bedford Primary School Progression Map: Curriculum Area: English Year: 4

Skills – as previous year groups plus:

Reading: Phonics, Decoding, Word Level & Fluency

- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- To apply their knowledge of root words, prefixes and suffixes/word endings to understand meanings of words and read aloud fluently.*
- Use prefixes to understand meanings e.g. *sub-, inter-, anti-, -auto-*
- Use suffixes to understand meanings e.g. *-ation, -ous, -tion, -sion, -ssion, -cian*
- Read and understand meaning of Y3/Y4 exception words (discussing where unusual spellings occur within words.*
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences

***See NC English Appendix 1 and year group word lists**

Fluency: At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Reading: Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Reading from a wide range of genres and writers - listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts*
- Regularly listening to whole novels read aloud by the teacher
- Analysing and evaluate texts looking at language, structure and presentation
- Analysing different forms of poetry e.g. *haiku, limericks etc*
- Reading books and texts for a range of purposes (identifying conventions and themes) and responding in a variety of ways
- Analysing and comparing a range of plot structures
- Retelling a range of stories, including less familiar fairy stories, myths and legends
- Identifying, analysing and discussing authorial style and themes e.g. *safe and dangerous, just and unjust, triumph of good over evil, origins of the earth, its people and animals* and features/conventions e.g. *greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings.*
- Identify how the language structure and presentation contribute to meaning
- Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes
- Learning a range of poems by heart and rehearsing for performance
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action

Discuss their understanding of the text by:

- Explaining the meaning of key vocabulary within the context of the text
- Making predictions based on information stated and implied
- Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images
- Drawing inferences around characters' thoughts, feelings, actions and motives, and justify predictions/thoughts with evidence from the text using point and evidence
- Identifying main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons, Chirk Castle is a worthwhile place to visit because 1/2/3 reasons across a text.*

	Retrieve and record information from non-fiction - Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> - Scanning for dates, numbers and names - Explaining how paragraphs are used to order or build up ideas, and how they are linked - Navigating texts to locate and retrieve information in print and on screen Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say - Develop, agree on and evaluate rules for effective discussion - Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book clubs etc.</i>
Writing: Handwriting	Year 3: <i>Continue using some of the diagonal and horizontal strokes needed to join letters and begin to understand which letters when adjacent to one another, are best left un-joined</i> <i>Use the four basic joins to produce a neat handwriting style with increasing accuracy and speed.</i> Year 4: - Write with consistency in size and proportion of letters, e.g. 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 - Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
Writing: Vocabulary, Punctuation and Grammar	Word Level: - The grammatical difference between plural and possessive –s e.g. use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i> - Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done She saw it instead of she seen it.</i> Sentence Structure: - Use of subordinate clauses, extending the range of sentences with more than one clause by using a wide range of conjunctions, which are sometimes in varied positions with sentences - Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> - Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> - Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> - Explore identify and collect noun phrases expanded by the addition of ambitious modifying adjectives, nouns and preposition phrases e.g. <i>the teacher expanded to: the strict mathematics teacher with curly hair/ The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> Text Structure: - Use paragraphs to organise ideas around a theme - Demonstrate appropriate selection/choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Punctuation: - Use commas to mark clauses/fronted adverbials in complex sentences - Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i> - Apostrophes to mark plural possession e.g. <i>the girl's name, the girls' names.</i>

Terminology for pupils: determiner pronoun, possessive pronoun adverbial (See previous years too)

Writing: Composition

Plan their writing by:

- Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions
- Identifying and discussing the purpose, audience, language and appropriate structures (including genre specific layouts) of narrative, non-fiction and poetry for writing
- Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan
- Composing and rehearsing sentences orally (including dialogue) so progressively building a varied and rich vocabulary and using an increasing range of sentence structures.

Draft and write by:

- Writing a range of narratives that are well-structured and well-paced
- Developing detailed settings, plots and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense
- Planning and writing an opening paragraph which combines the introduction of a setting and character/s
- Organising their writing into paragraphs around a theme in narrative and non-fiction
- to add cohesion and aid the reader
- Linking ideas within paragraphs e.g. fronted adverbials for when and where
- Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type
- Maintaining accurate tense/use of Standard English verb inflections throughout pieces of writing

Evaluate, and edit by:

- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing
- Discussing and proposing changes with partners and in small groups
- Improving writing in light of evaluation

Perform own compositions for different audiences

- Use appropriate intonation, tone and volume to present their writing to a range of audiences (groups or whole classes).

Perform their own compositions by:

- Using appropriate intonation, tone and volume (so that meaning is clear) to present their writing to a group or class.

Writing: Spelling

- **Apply Y4 spelling rules and guidelines, as listed in English Appendix 1 NC – taught via RWINC Spelling Programme**
- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spot and spell common words that are often misspelt
- Use the first 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.
- Learn to spell new words correctly and have plenty of practice in spelling them.
- Spell words that use the possessive apostrophe with plural words, including irregular plurals e.g. *girls', boys', babies', children's, men's, mice's*
- Understand how to place the apostrophe in words with irregular plurals e.g. *children's*.
- Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology
- Use their spelling knowledge to use a dictionary more efficiently (See Y3 – use of 2/3 letters)
- Spell all of the Y3 and Y4 statutory words correctly.