Year 4 English Progression of Skills Overview

Text Structure	Sentence Construction	Word / Language	Punctuation	Spelling	Terminology
Consolidate Year 3 list Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids / 'Boxing –up' grid Paragraphs to organise each part of story to indicate a change in place or jump in time **Use connectives to link paragraphs** Developed 5 parts to story: Introduction – should include detailed description of setting or characters Build-up – build in some suspense towards the problem or dilemma Problem / Dilemma / Event – build in suspense writing to introduce the dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-Fiction Introduce:	Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. *It was midnight.* **Vary sentence structure, using different openers** Start with a simile e.g. *As curved as a ball, the moon shone brightly in the night sky.* Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction *and/or/but/so/far/nor/yet* Develop complex sentences: (Subordination) Main and subordinate clauses with a range of subordinating conjunctions.	Consolidate Year 3 list Introduce Prepositions *at, underneath, since, towards, beneath, beyond* **Use adjectival phrases e.g. biting cold wind** Conditionals – *could, should, would* Comparative and superlative adjectives e.g. *small…smaller…smallest* *good…better…best* Proper nouns – refers to a particular person or thing e.g *Monday, Jessica, October,* The grammatical difference between	Consolidate Year 3 list Introduce: **Commas to mark clauses** **Comma to mark off fronted adverbials** Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! **Apostrophes to mark singular and plural possession** e.g. the girl's name, the boys' boots	Consolidate Phonics from Year 3 Suffix – ing, ed, en, ion, er, ly, ly exceptions i spelt y e.g. *gym, mystery* u spelt ou e.g. *double, trouble* Prefix – in, dis, mis, re Suffix – ation, ous, ion, ian, Words ending in ure e.g. *treasure, measure* Words ending in sion e.g. *collision, television* k sound spelt ch e.g. *choir, chord* sh sound spelt ch e.g chalet, charlotte	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement • Question • Exclamation • Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Speech marks • Direct speech • Inverted commas • Bullet points • Apostrophe • Sommas for sentence of 3 – description, action • Colon – instructions Singular/plural Suffix/prefix

Non-negotiables written in bold

Secure use of planning tools: e.g. Text map, washing line, 'Boxing-Up' grid, story grids Paragraphs to organise ideas around a theme. Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams <u>Introduction</u> Develop hook to introduce and tempt reader in e.g. *Who…? What…? Where…? Why…? When…? How…?* <u>Middle Section(s)</u> <u>Develop Ending</u> Ending should include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader **Appropriate choice of pronoun or noun across sentences to aid cohesion.**	-'ed' clauses as starters e.g. *Frightened, Tom ran straight home to avoid being caught.* Expanded –'ing' clauses as starters e.g. *Grinning menacingly, he slipped the treasure into his rucksack.* Drop in – 'ing' clause e.g. *Jane, laughing at the teacher fell off her chair.* Sentence of 3 for action e.g. *Sam rushed down the road, jumped on the bus and sank into his seat.* Repetition to persuade e.g. *Find us to find the fun* Dialogue – verb + adverb – "Hello," she whispered, shyly. **Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.** Drop in a relative clause using: who/whom/which/whose/that e.g. *The girl,* whom I remember, had long black hair. Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!	plural and possessive –s Standard English forms for verbs inflections instead of local spoken forms e.g. *we were instead of we was*		g sound spelt gue e.g. *league, fatigue, intrigue*	Word family Consonant/vowel Adjective/noun / noun phrase verb / Adverb / bossy verbs – imperative Tense (past, present, future) Connective Conjunction Preposition Determiner / generaliser Clause Subordinate clause Relative clause Relative pronoun Alliteration Simile – 'as' / 'like' Synonyms Introduce • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial Apostrophe – plural possession

Non-negotiables written in bold