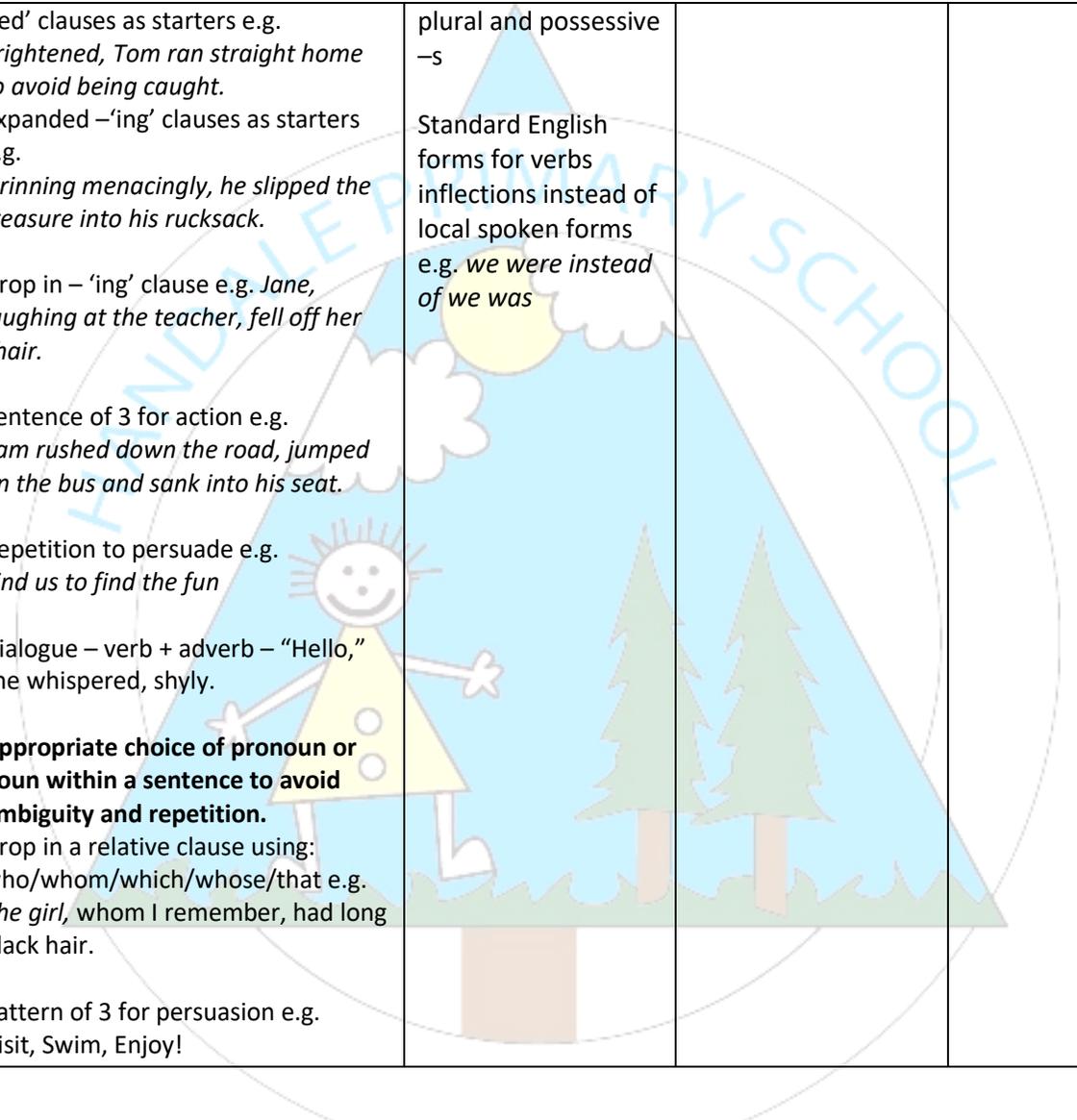


Year 4 English Progression of Skills Overview

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>	<u>Terminology</u>
<p>Consolidate Year 3 list <u>Introduce:</u></p> <p><u>Fiction</u> Secure use of planning tools: Story map / story mountain / story grids / 'Boxing-up' grid</p> <p>Paragraphs to organise each part of story to indicate a change in place or jump in time</p> <p>Use connectives to link paragraphs</p> <p>Developed 5 parts to story: <u>Opening</u> – should include detailed description of setting or characters <u>Build-up</u> – build in some suspense towards the problem or dilemma <u>Problem / Dilemma / Event</u> – build in suspense writing to introduce the dilemma <u>Resolution</u> <u>Ending</u> Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><u>Non-Fiction</u> <u>Introduce:</u></p>	<p>Consolidate Year 3 list <u>Introduce:</u></p> <p>Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i></p> <p>Vary sentence structure, using different openers</p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and/or/but/so/far/nor/yet</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with a range of subordinating conjunctions.</p>	<p>Consolidate Year 3 list <u>Introduce</u></p> <p>Prepositions <i>at, underneath, since, towards, beneath, beyond</i></p> <p>Use adjectival phrases e.g. biting cold wind</p> <p>Conditionals – <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns – refers to a particular person or thing e.g <i>Monday, Jessica, October,</i></p> <p>The grammatical difference between</p>	<p>Consolidate Year 3 list <u>Introduce:</u></p> <p>Commas to mark clauses</p> <p>Comma to mark off fronted adverbials</p> <p>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!</p> <p>Apostrophes to mark singular and plural possession e.g. the girl's name, the boys' boots</p>	<p>Consolidate Phonics from Year 3</p> <p><i>See Spelling Overview</i></p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • 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 • Commas for sentence of 3 – description, action • Colon – instructions <p>Singular/plural Suffix/prefix</p>

Non-negotiables written in bold

Year 4 English Progression of Skills Overview

<p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing-Up' grid, story grids</p> <p>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</p> <p><u>Introduction</u> Develop hook to introduce and tempt reader in e.g. <i>Who...? What...? Where...? Why...?</i> <i>When...? How...?</i></p> <p><u>Middle Section(s)</u> <u>Develop Ending</u> Ending should include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion.</p>	<p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> Expanded –‘ing’ clauses as starters e.g. <i>Grimming menacingly, he slipped the treasure into his rucksack.</i></p> <p>Drop in – ‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue – verb + adverb – “Hello,” she whispered, shyly.</p> <p>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. <i>The girl, whom I remember, had long black hair.</i></p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p>	<p>plural and possessive –s</p> <p>Standard English forms for verbs inflections instead of local spoken forms e.g. <i>we were instead of we was</i></p>		<p>Word family Consonant/vowel</p> <p>Adjective/noun / noun phrase verb / Adverb / bossy verbs – imperative</p> <p>Tense (past, present, future) Connective Conjunction Preposition Determiner / generaliser Clause Subordinate clause Relative clause Relative pronoun</p> <p>Alliteration Simile – ‘as’ / ‘like’ Synonyms</p> <p>Introduce</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial <p>Apostrophe – plural possession</p>
---	---	---	---	--

Non-negotiables written in bold