

Frittenden CEP School
Year 4 English Progression of Skills

<p>Spoken Language</p> <ul style="list-style-type: none"> *listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge *use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas *speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play/improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication 	<p>Text types</p> <ul style="list-style-type: none"> -Poetry using similes -Reference books -Textbooks -Dictionaries -Myths and legends -Folk tales -Non-fiction texts with contents and index pages -Plays -Poetry (free verse, narrative poetry) -Letters -Diary -Instructions -Significant authors and poets 	<p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> * understand the grammatical difference between plural and possessive –s * use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done *expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) * use fronted adverbials, e.g. Later that day, I heard the bad news. * use paragraphs to organise ideas around a theme *choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition * use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!” * use apostrophes to mark plural possession, e.g. the girl’s name, the girls’ names * use commas after fronted adverbials <p>Terminology: determiner, pronoun, possessive pronoun, adverbial</p>
<p>Word Reading</p> <ul style="list-style-type: none"> * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading Comprehension</p> <p>Develop positive attitudes to reading, and an understanding of what they read.</p> <ul style="list-style-type: none"> * discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * read books that are structured in different ways and read for a range of purposes * use dictionaries to check the meaning of words that they have read * increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identify themes and conventions in a wide range of books 	<p>Writing: Composition, Cohesion and Effect</p> <p>Write in a range of genres/forms, taking account of different audiences and purposes.</p> <p>Planning</p> <ul style="list-style-type: none"> *compose and rehearse sentences orally, varying sentence structures * rehearse dialogue * discuss and record ideas * identify key features in similar texts (structure, vocabulary and grammar) <p>Drafting and writing</p> <p>Narrative</p> <ul style="list-style-type: none"> * create settings, characters and plot * sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary * use paragraphs shift to indicate a change in setting, character, time (rather than simply reflecting stages in planning) * use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done * include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors) * describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike 	

- * prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- * discuss words and phrases that capture the reader's interest and imagination
- * recognise some different forms of poetry

In books read independently:

- * check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- * ask questions to improve their understanding of a text
- * draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- * predict what might happen from details stated and implied
- * identify main ideas drawn from more than 1 paragraph and summarise these
- * identify how language, structure, and presentation contribute to meaning
- * retrieve and record information from non-fiction
- * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- * develop mood and atmosphere using a range of vocabulary and dialogue between characters
- * include details expressed in ways that engage the reader
- * use techniques to get the reader on side (address them to engage or influence)
- * imitate authorial techniques gathered from the reading of narrative texts

Poetry

- * write poems imitating poetic structures studied
- * include details expressed in ways that engage the reader

Non-narrative

- * use simple organisational devices in non-narrative material, e.g. sub-headings
- * organise or categorise information based on notes from several sources
- * use paragraphs to organise ideas around a theme
- * imitate authorial techniques gathered from reading
- * use techniques to get the reader on side (address them to engage or persuade)

Proof-reading, editing and evaluating

- * proof-read for spelling and punctuation errors
- * evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- * evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements

Presenting

- * read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear