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| **Expected by the end of KS2: Year 4** | **Spoken Language**  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 | **Writing: Handwriting** Write legibly, fluently and with increasing speed  **English Progression Map**  **Learning Journey Year 4**  Use the diagonal and horizontal strokes that are needed to join letters  Understand which letters, when adjacent to one another, are best left unjoined  Increase the legibility, consistency and quality of handwriting, down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders do not touch  Presentation of work should be of a high standard | **Reading: Comprehension**  **To encourage positive attitudes to reading children should:**  Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference or text books  Read books that are structured in different ways and are read for a range of purposes  Use dictionaries to check the meaning of unfamiliar words they have read  Increase familiarity with a wider range of books, including fairy stories, myths and legends and retell some of these orally  Identify themes and conventions in a wide range of books (for example, the triumph of good over evil or the use of magical devices in fairy stories or folk tales)  Identify conventions in a wide range of books (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions)  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 different forms of poetry (for example, free verse, narrative poetry)  **Children need to understand what they have read so must:**  Check that the text makes sense to them  Discuss their understanding and explain the meaning of words in context  Ask questions to improve understanding of a text  Make inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence (quotations from the text)  Predict what might happen from details given  Identify the main idea and begin to summarise  Identify how structure, and presentation contribute to the meaning of texts, such as, use of paragraphing, sub-headings, bold, pictures, captions  Retrieve and record information from non-fiction  Discuss books, poems and other works that are read aloud, independently, taking turns and listening to others’ opinions |
| **Writing: Vocabulary, Punctuation and Grammar**  Use a range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)  Use appropriate nouns, pronouns or possessive pronouns within and across sentences to support cohesion and avoid repetition (known as chain of reference)  Use fronted adverbials, such as, later that day, I went shopping followed by a comma when necessary  Use inverted commas and other punctuation in direct speech, including a comma after the reporting clause  To identify, understand and use subordinate clauses.  To use the present perfect form of verbs in contrast to the past tense  Use conjunctions (subordinating and coordinating), adverbs and prepositions to express time and cause  Use apostrophes to mark plural possession (including irregular forms)  To understand what a determiner is, that there are different types and to use some in own writing  Use expanded noun phrases with modifying adjectives and prepositional phrases, The strict teacher with curly hair | **Reading: Word Recognition**  Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  Read words that don’t follow the spelling rules, noting the unusual connections between spelling and sound, and where these are found in the word  Try to work out how to pronounce difficult words using knowledge of similar looking words |
| **Writing: Composition**  **When planning and drafting their writing children should:**  Think aloud to explore and collect ideas  Discuss writing similar to that which they are planning to write in order to understand, and learn from its structure, vocabulary and grammar  Discuss and record ideas logically  Compose and rehearse sentences orally (including dialogue)  Use a varied and rich vocabulary  Compose sentences using a wider range of structures linked to the grammar objectives (including dialogue)  Organise paragraphs around a theme  Write narratives with a clear structure, settings, characters and plot  Write a non-narrative using simple organisational devices such as, headings and sub-headings, bullet points  As writing develops, re-read to check that it makes sense  **In order to evaluate and edit writing children must:**  Re-read work to check the effectiveness of their own and others’ writing, suggesting improvements  Make improvements by proposing changes to grammar and vocabulary to improve consistency, such as, the accurate use of pronouns in sentences, more precise vocabulary or changing the order of words in a sentence  Proof-read for spelling and punctuation errors  Read aloud own writing, to a group or the whole class, using appropriate intonation, controlling the tone and volume so that meaning is clear |
|  | **Writing: Spelling**  Spell words with additional prefixes and suffixes and understand how to add them to root words, for example, ation, ous, ion, ian  Recognise and spell additional homophones, for example, accept and except, whose and who’s, rain, reign, rein, weather and whether  Use the first two or three letters of a word to check its spelling in a dictionary  Spell identified commonly misspelt words from Year 3 & 4 word list, believe, peculiar, separate, surprise, although, February  Make comparisons between words already known to help spell unfamiliar words  Identify the root in longer words  Write simple sentences from memory, dictated by the teacher, that include words and punctuation, taught so far  The grammatical difference between plural and possessive –s  Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]  **Specific Foci**  Statutory Spelling Words  These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.  The prefix ’in-’ can mean both ‘not’ and ‘in’/’into.’ In these spellings the prefix ’in-’ means ‘not.’  Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ’ir-’  The prefix ‘sub-’ which means under or below.  The prefix ‘inter-’ means between, amongst or during.  Challenge Words  The suffix ’-ation’ is added to verbs to form nouns.  The suffix ’-ation’ is added to verbs to form nouns.  Adding –ly to adverbs. Remembering words ending in ‘-y’ become ‘-ily’ and words ending in ‘–le’ become ‘–ly.’  Adding ‘-ly’ to to turn an adjective into an adverb when the final letter is ‘l.’ Word with the ’sh’ sound spelled ch. These words are French in origin.  Adding the suffix ‘–ion.’ When the root word ends in ’d,’ ‘de’ or ‘se’ then the suffix ’-ion’ needs to be ‘-sion.’  Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.  The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept.  The ‘ee’ sound spelled with an ‘i.’ 17. The suffix ‘-ous.’ If there is an ‘ee’ sound before the ’-ous’ ending, it is usually spelled as i, but a few words have e.  The ‘au’ digraph.  The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ’-tion.’  The suffix ‘-ion’ becomes ’-ssion’ when the root word ends in ’ss’ or ‘mit.’  The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ’c’ or ‘cs’.  Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb is occurring.  Challenge Words.  Homophones – words which have the same pronunciation but different meanings and/or spellings.  The /s/ sound spelled c before ’i’ and ‘e’.  Some words have similar spellings, root words and meanings. We call these word families. ’sol word family’ and ‘real word family’.  Some words have similar spellings, root words and meanings. We call these word families. ’phon word family’ and ‘sign word family’.  Prefixes – ’super-’ ‘anti’ and ‘auto.’  The prefix bi- meaning two.  Plural possessive apostrophes.  Revision – spelling rules we have learned in Year 4. |  |