

English Progression Year 4

AUTUMN			
Unit	Toolkit	Grammar	Spelling
Trust-dilemma Autumn 1: weeks 1,2,3	<p><u>Describe Settings, Character and Atmosphere</u></p> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). select adventurous vocabulary for purpose and effect. <p><u>Text Structure and Cohesion</u></p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	1b.7 What's in a sentence?	<p>Statutory words</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Homophones and near-homophones</p>
Should Zoos Be Allowed? (discussion) Autumn 1: weeks 4,5,6	<p><u>Structure</u></p> <ul style="list-style-type: none"> Opening sentence which introduces the topic. At least two arguments for, and two against, each elaborated on in a separate paragraph. Short conclusion which sums up the arguments being made. <p><u>Language Features</u></p> <ul style="list-style-type: none"> Present tense. Use conjunctions to express cause (e.g. when, before, after, while, so, because). Each point is supported by extra details or elaboration. Begin to use cohesive devices to link ideas within and between paragraphs (In addition, Also, Similarly). Formal tone. <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Fronted adverbials marked with a comma (e.g. Later that day, I heard the bad news.) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of commas after fronted adverbials. 	<p>2.14 What do determiners do?</p> <p>2.15 a/an</p>	<p>possessive apostrophe with singular proper nouns</p> <p>Statutory words</p>
Awongalema-Quest Autumn 2: weeks 1,2,3	<p><u>Text structure and cohesion</u></p> <ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<p>1c.8 Who said it?</p> <p>1c.9 Sorting sentence types</p>	<p>Statutory words</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-'</p>

	<ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech (e.g. The conductor shouted, "Sit down!") 		
Chico Mendes (biography) Autumn 2: weeks 4,5,6	<p><u>Structure</u></p> <ul style="list-style-type: none"> Simple introduction that defines the subject. Subheadings. Three paragraphs. Simple conclusion that makes a final 'amazing' point. <p><u>Language Features</u></p> <ul style="list-style-type: none"> Present tense, third person. Fairly formal tone. Link ideas between sentences using words such as: in addition, therefore. Begin to use technical vocabulary. Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. massive crocodiles with long tails). <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Fronted adverbials marked with a comma (e.g. Later that day, I heard the bad news.) (See description/punctuation progression map.) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of commas after fronted adverbials. 	<p>4.13 Perfectly formed sentences</p> <p>4.14 Changing tenses</p> <p>4.15 What does it do?</p>	<p>Prefixes 'in-', 'il-', 'im-' and 'ir-'</p> <p>Statutory words</p> <p>Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey'</p> <p>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p>
SPRING			
King of the Horses Spring 1: weeks 1,2,3	<p><u>Text structure and cohesion</u></p> <ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech (e.g. The conductor shouted, "Sit down!") 	<p>3.12 Adverbial slots</p> <p>3.13 My journey</p> <p>3.14 Where am I?</p>	<p>Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey'</p> <p>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p> <p>Statutory words</p>

			Adding suffixes beginning with vowel letters to words of more than one syllable
The Tidy Your Bedroom Machine (explanation) Spring 1: weeks 4, 5, 6	<p><u>Structure</u></p> <ul style="list-style-type: none"> Title Opening to simply introduce the subject and stating what is being explained. Logical order of stages written in paragraphs. Concluding sentence. <p><u>Language Features</u></p> <ul style="list-style-type: none"> Present tense. 3rd person. Causal conjunctions to link sentences (e.g. This means that, As a result, If). Begin to use subject-specific and technical vocabulary. <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Fronted adverbials marked with a comma (e.g. Later that day, I heard the bad news.) (See description/punctuation progression map.) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of commas after fronted adverbials. 	<p>3.15 When does this happen?</p> <p>3.16 Transform it!</p>	<p>The /g/ sound spelt 'gu'</p> <p>Statutory words</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p>
The Caravan Spring 2: weeks 1, 2, 3	<p><u>Describe Settings, Character and Atmosphere</u></p> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Select adventurous vocabulary for purpose and effect. 	<p>1b.8 Joining clauses</p> <p>1b.9 Fill in the punctuation</p>	Statutory words
The Electric Wild Cat: Non-Chronological Report Spring 2: weeks 4, 5, 6	<p><u>Structure</u></p> <ul style="list-style-type: none"> Simple introduction that defines the subject. Subheadings. Three paragraphs. Simple conclusion that makes a final 'amazing' point. <p><u>Language Features</u></p>	<p>3.17 More about adverbials</p> <p>3.18 Sort it!</p> <p>3.19 Creating physical sentences</p>	<p>Statutory words</p> <p>Prefixes 'anti' and 'inter'</p> <p>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p>

	<ul style="list-style-type: none"> • Present tense, third person. • Fairly formal tone. • Link ideas between sentences using words such as: in addition, therefore. • Begin to use technical vocabulary. • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. massive crocodiles with long tails). <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> • Fronted adverbials marked with a comma (e.g. Later that day, I heard the bad news.) (See description/punctuation progression map.) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials. 			
SUMMER				
Hamelin-Quest Summer 1: weeks 1, 2, 3	<p><u>Describe Settings, Character and Atmosphere</u></p> <ul style="list-style-type: none"> • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). <p><u>Describe settings, character and atmosphere:</u></p> <ul style="list-style-type: none"> • Use fronted adverbials <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> • Fronted adverbials marked with a comma (e.g. Later that day, I heard the bad news.) (See description/punctuation progression map.) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials. 	<p>2.16 Adjective overload!</p> <p>2.17 Nonsense phrases</p>	<p>Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Statutory words</p> <p>Endings which sound like /ʃən/, spelt -sion</p>	
How to Become a Roman Soldier Summer 1: weeks 4, 5, 6	<p><u>Structure</u></p> <ul style="list-style-type: none"> • Title • Simple opening (2/3 sentences). • Headings for 'What You Need' and 'What To Do'. • Bullet pointed list of equipment. • Sequenced steps in chronological order. • Concluding sentence with additional information or a word of warning. <p><u>Language Features</u></p> <ul style="list-style-type: none"> • Present tense. 	<p>2.18 Happy families</p> <p>2.19 It's mine!</p>	<p>Homophones</p> <p>Statutory words</p>	

	<ul style="list-style-type: none"> • Begin to use technical vocabulary. • Adjectives to describe and specify equipment needed. • Imperative verbs. • Use adverbs to clarify meaning. • Use fronted adverbials, marked with a comma. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials. • Apostrophes to mark plural possession (e.g. the girl's name, the girls' names). 		
The Golden Coin-Found Tale Summer 2: weeks 1, 2, 3	<p><u>Describe settings, character and atmosphere:</u></p> <ul style="list-style-type: none"> • Use fronted adverbials • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Select adventurous vocabulary for purpose and effect. <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> • Fronted adverbials marked with a comma (e.g. Later that day, I heard the bad news.) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials. 	1b.10 Patterning sentences. 1b.11 Uncovering meaning. 1b.12 Transform it.	<p>Suffix '-ous'</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p> <p>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p>
The Hare and the Tortoise-recount Summer 2: weeks 4, 5, 6	<p><u>Structure</u></p> <ul style="list-style-type: none"> • Opening paragraph. • Events organised chronologically into three simple paragraphs. • Simple conclusion that sums up the events. <p><u>Language Features</u></p> <ul style="list-style-type: none"> • Past tense. • Direct speech, correctly punctuated. • Fronted adverbials, marked with a comma (e.g. Just at that moment,...). • Specific details, e.g. names, locations, <p><u>Text structure and cohesion</u></p> <ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	2.20 Follow my thread 2.21 Build it! 3.20 Assessing adverbials	Statutory words