

Year Four Progression Document 2024-25

GPS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> ● Use and apply singular and plural nouns (wb 9/9/24 E, HW) ● Use and apply pronouns (wb 9/9/24 GR) ● Use and apply standard English (WB 16/9/24 E, HW) ● Use and apply compound words (GR wb) 	<ul style="list-style-type: none"> ● To use and apply possessive pronouns ● To use and apply fronted adverbials ● To use and apply prepositions phrases to express cause and time ● Use of commas 	<ul style="list-style-type: none"> ● To use and apply adjectives. ● To use and apply homophones (looked at in AI due to lots of inconsistencies wb 30/9/24 E) ● To use and apply commas after fronted adverbial 	<ul style="list-style-type: none"> ● To use and apply determiners ● To know some word families ● Plural and possessive 'S' ● To use and apply verb Tenses - present perfect ● To use and apply inverted commas 	<ul style="list-style-type: none"> ● To use and apply verb inflections ● To use and apply conjunctions to express time and cause ● To use and apply suffixes ● To use and apply possessive apostrophes 	<ul style="list-style-type: none"> ● To use and apply verb tenses (Past) ● To use and apply prefixes ● To use and apply plural possessive apostrophe ● To use and apply subordinate clauses ● To edit and evaluating

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	<p>16/9/24 and 23/9/24)</p> <ul style="list-style-type: none">• Use and apply adverbs for time and cause(wb 23/9/24 E)• To edit and evaluate using organisational devices (subheadings, paragraphs) (paragraphs in everything we write, Subheadings Roald Dahl day and planning	<ul style="list-style-type: none">• To edit and evaluating using organisational devices (subheadings, paragraphs)	<ul style="list-style-type: none">• To use and apply expanded noun phrases• To edit and evaluating using organisational devices (subheadings, paragraphs)	<ul style="list-style-type: none">• To edit and evaluating using organisational devices (subheadings, paragraphs)	<ul style="list-style-type: none">• To edit and evaluating using organisational devices (subheadings, paragraphs)	<p>using organisational devices (subheadings, paragraphs)</p>
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our letter and
diary entry -
suggested
edits to
improve
writing for
two grammar
lessons)
Sentence
improvement
has been done
before every
lesson

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Composition and Writing 9

I can discuss writing that is similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar

I can discuss and record ideas

I can compose sentences using a varied and rich vocabulary and an increasing range of sentence structures (see English Appendix 2)

I can rehearse sentences orally (including dialogue)

I can organise paragraphs around a theme

I can write a narrative with a clear structure creating settings, characters and plot

In non-narrative material, I can use simple organisational devices [for example, headings and sub-headings]

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I can assess the effectiveness of my own and others' writing and suggest improvements

I suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

I proofread my work for spelling and punctuation errors

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

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Reading 9

I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

I can use non-fiction books understanding how they are structured and can use them to support my learning

I can use a dictionary to check the meaning of words that I am unsure of

I am increasing my knowledge of a wide range of books, including fairy stories, myths and legends, and I am able to retell some of these orally

I can identify themes e.g. The triumph of good over evil and conventions e.g. The greeting in letters, in a wide range of books

I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

I can recognise some different forms of poetry [for example, free verse, narrative poetry]

I can discuss words and phrases that capture the reader's interest and imagination

When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of words in context

I ask questions to improve my understanding of a text

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I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence

I can predict what might happen from details stated and implied

I can identify main ideas drawn from more than 1 paragraph and I am able to summarise these

I can identify how language, structure, and presentation contribute to meaning

I can retrieve and record information from non-fiction e.g. using contents pages and indexes to locate information

I can participate in discussions about books that have been read aloud and those I have read independently, taking turns and listening to what others say

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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