







Year 4 English Progression Document

Term	Autumn 1 (7 ½ weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)		Spring 2 (6 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)	
Theme	Rise of the Robots 		Anglo Saxons: Saviours or Invaders 		Vicious Vikings 		Human vs Animals 		Terrible Tudors 		How did Horton Hear a Who? 	
Text Drivers	The Iron Man		Beowulf		How to Train a Dragon		A Journey Through the Digestive System with Max Axiom		My Friend Walter		Horton Hears a Who	
Link Texts					Alfred the Great		Dear Green Peace The Tale of a Whale					
Mini / Short Writing Outcome(s) and purpose	Diary from the day the chn found the broken robot	Interview with the <i>caretaker</i>	Persuasive letter home to tell them England is the place to be	Character description of the monster from Beowulf	Speech (write or perform) about the importance of dragons and why they must be tamed (to make a direct link to the introduction of the instructions)	Setting Description based on link text	Non-Chronological report on the teeth	Persuasive letter to the school council to stop littering	Explanation text about a Tudor Portsmouth tourist attraction	Observation of the Mary Rose (Technical Report)	Two writes in the style of different poems	Report to answer What is Sound?
Longer / Main Writing Outcome(s) and purpose	Diary: Diary of an electron	Newspaper: Iron Man and the missing machinery	Persuasive Letter: To convince the British King to allow them to stay	Narrative: First person narrative based on the retelling of Beowulf	Instructions: How to train your dragon	Narrative: The resistance by Alfred	Explanation Text: Digestive System	Persuasive Letter: Be more Eco-Friendly	Explanation Text: Travel Guide to Tudor Portsmouth	Report: Why did the Mary Rose sink?	Poetry: Sounds	Report: How did Horton hear a Who?
Audience	Year 6 chn to recap their	The villagers where the	The British King.	Story to share with	A Viking child	A book of short to present in	For a display in the Year 4 shared area	Stephen Morgan MP	Tudor living in London	Henry VIII	Poetry performanc	To share with their

	understanding of electricity before they start their electricity topic.	incident happened.		reading buddies		the Year 4 library					e to Parents	new year 5 teacher
Punctuation	Possessive apostrophe Non-negotiable punctuation (CL, FS, QM, EM) Comma for Fronted Adverbials	Inverted commas for direct speech Possessive apostrophe Commas for fronted adverbials	Commas for a list Question Marks	Commas for fronted adverbials	Capital Letters Question Marks Exclamation Marks Commas for a list	Inverted commas for speech Commas for fronted adverbials	Capital Letters Question Marks Exclamation Marks Commas for a list	Commas for a list Question Marks Exclamation Marks	Capital Letters Question Marks Exclamation Marks Commas for a list	Capital Letters Question Marks Exclamation Marks Commas for a list	Capital Letters Question Marks Exclamation Marks Commas for a list	Capital Letters Question Marks Exclamation Marks Commas for a list
Grammatical Features	Noun phrases with preposition phrase Fronted adverbials for manner Coordinating and Subordinating conjunctions	Fronted adverbials of time and place Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Conjunction Coordinating and Subordinating	Present perfect tense (Yr3) Paragraphs to organise ideas Opening and closing statements are clear and purposeful. Create cohesion through the use of nouns	Noun phrases Fronted adverbials of manner Choose adverbs to show rather than tell how characters feel and behave. In narratives, creates settings,	Organise paragraphs around a theme Subordinating conjunctions Create cohesion through the use of nouns and pronouns	Noun phrases Fronted adverbials of manner Choose adverbs to show rather than tell how characters feel and behave. In narratives, creates settings,	Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns	Present perfect tense (Yr3) Paragraphs to organise ideas Opening and closing statements are clear and purposeful. Create cohesion through the use of nouns	Organisational Devices – Headings, Subheadings Organise paragraphs around a theme Opening and closing statements are clear and purposeful. Use fronted adverbials	Organisational Devices – Headings, Subheadings Organise paragraphs around a theme Opening and closing statements are clear and purposeful. Use fronted adverbials	Figurative Language Similes Alliteration Verbs and adverbs should be chosen for effect	Organisational Devices – Headings, Subheadings Organise paragraphs around a theme Opening and closing statements are clear and purposeful. Use fronted

		Use paragraphs to organise ideas	and pronouns Use adverbials e.g. therefore, however... Effective use of expanded noun phrases	characters and plot Standard English forms of verb inflections Verbs and adverbs should be chosen for effect	Use fronted adverbials	characters and plot Standard English forms of verb inflections Verbs and adverbs should be chosen for effect		and pronouns Use adverbials e.g. therefore, however... Effective use of expanded noun phrases	Create cohesion through the use of nouns and pronouns	Create cohesion through the use of nouns and pronouns		adverbials Create cohesion through the use of nouns and pronouns
Spellings	Possessive apostrophe -ous suffix -sion endings Accidentally Complete Continue Difficult Experience Extreme Opposite Position Purpose Through Various	Words ending in -ation Believe Caught Certain Height Important Interest Material Possible Probably Recent Remember Weight	The ou grapheme makes u sound (country, trouble) Words ending in ure Arrive Build Centre Consider Decide Guard Imagine Island Learn Position Promise Though Although Therefore	Words ending in -ly The /ɪ sound spelt y elsewhere than at the end of words Words ending in -ous Doubling the consonant when word ends in vowel consonant (forget - forgetting)	Breath Breathe Caught Important History Peculiar Occasionally	Words ending in -sion Strength Strange Island Heart Medicine		Words ending in -sure or ture Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian un-, the prefixes dis- and mis- have negative meanings. Natural Unnatural Consider Imagine Question	Words with the /eɪ/ sound spelt ei, eigh, or ey Eighth Famous Reign Century	Words with the /eɪ/ sound spelt ei, eigh, or ey		Answer Heard

			Thought									
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Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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