

Year 4 English Progression Document

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme 	Epic Electricity 		Anglo Saxons 		Vicious Vikings 		Raging Rivers 		Looking Back 		Food Glorious Food 	
Text Drivers	The Iron Man		Beowulf		Viking Boy		The River Singers		Hetty Feather		Where does my food come from?	
Link Texts	Leanora Bolt		Anglo Saxon Boy						Max Axiom		Inside the Villians	
Mini / Short Writing Outcome(s) and purpose	Wanted Posters linked to other well know characters (from traditional tales).	Character description of other characters from The Iron Man.	Setting description focused on the Monster's lair	Paragraph about Anglo-Saxon life linked to the history learning.	Paragraph focused on the action/fight sequence of the story – building tension/suspense	Introduction to instructions comical vs serious Formal vs informal	Letter to companies causing the pollution	Setting Description of the river	Opening paragraph to introduce the discussion	Dairy of the life of the food before being eaten	Narrative – Inspired by Jack and the Beanstalk	Non-chron on Fairtrade
Longer / Main Writing Outcome(s) and purpose	Report: Wanted poster linked to farmer's missing metal.	Narrative: The space-bat-angel dragon character description	Narrative: Beowulf fights the beast	Report: Non-chronological report about the Anglo-Saxons	Narrative: Gunnar's Revenge	Instructions: How to be a Viking.	Persuasive: Letter to local MP to prevent river pollution	Narrative: Retelling of The River Singers	Discussion: Would you rather be a Victorian child or a modern-day child?	Recount: diary entry about a piece of food being digested	Explanation: The journey of 'a piece of food of their choice'.	Recount: about the trip Poetry: Food inspired poetry

Audience	Characters in The Iron Man.		Year 4 library – create a book that can be read by other members of the year group	Share with the Year 3s who will learn about Anglo-Saxons the following year.			Local MP/councilor	Year 5	Share with the rest of the year group in a shared discussion.	Year 6 – as a recap of learning from their time in Year 4	To share with parents in an end of year showcase (could share writing and other learning outcomes from the wider curriculum).	
Learning from previous year/s	<p>Use conjunctions to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Headings and subheadings used to aid presentation</p>	<p>Paragraphs</p> <p>Adverbs to shift time</p> <p>Prepositions to shift time</p> <p>Conjunctions to enable causation</p> <p>Present perfect used within dialogue</p> <p>Inverted commas for speech</p> <p>Noun phrases</p> <p>Verbs/adverbs chosen for effect</p> <p>Cohesion created through</p>	<p>Paragraphs</p> <p>Adverbs to shift time</p> <p>Prepositions to shift time</p> <p>Conjunctions to enable causation</p> <p>Present perfect used within dialogue</p> <p>Inverted commas for speech</p> <p>Noun phrases</p> <p>Verbs/adverbs chosen for effect</p> <p>Cohesion created through</p>	<p>Use conjunctions to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Headings and subheadings used to aid presentation</p>	<p>Paragraphs</p> <p>Adverbs to shift time</p> <p>Prepositions to shift time</p> <p>Conjunctions to enable causation</p> <p>Present perfect used within dialogue</p> <p>Inverted commas for speech</p> <p>Noun phrases</p> <p>Verbs/adverbs chosen for effect</p> <p>Cohesion created through</p>	<p>Use of command sentences</p> <p>Commas in lists 3</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Heading and subheadings used to aid presentation</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>Use present perfect form of verbs.</p>	<p>Paragraphs</p> <p>Adverbs to shift time</p> <p>Prepositions to shift time</p> <p>Conjunctions to enable causation</p> <p>Present perfect used within dialogue</p> <p>Inverted commas for speech</p> <p>Noun phrases</p> <p>Verbs/adverbs chosen for effect</p> <p>Cohesion created through</p>	<p>Consistent use of present tense</p> <p>Use present perfect form of verbs</p> <p>Headings and subheadings used to aid presentation</p>	<p>Express time, place and cause using conjunctions adverbs and prepositions</p> <p>Inverted commas can be used to punctuate direct speech</p>	<p>Present tense</p> <p>Questions and question marks</p> <p>Conjunctions</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>Headings and subheadings to aid presentation</p>	<p>Express time, place and cause using conjunctions adverbs and prepositions</p> <p>Inverted commas can be used to punctuate direct speech</p>

		nouns and pronouns	nouns and pronouns		nouns and pronouns			nouns and pronouns				
Grammatical Features	<p>Create cohesion through the use of nouns and pronouns.</p> <p>Use of paragraphs to organise ideas.</p>	<p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p> <p>The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</p> <p>Descriptions can be developed through the effective use of expanded</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with</p>	<p>Create cohesion through the use of nouns and pronouns.</p> <p>Use of paragraphs to organise ideas.</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>The use of adverbials to create cohesion across and within paragraphs</p> <p>Paragraphs used to organise ideas into logical sections</p> <p>Cohesion</p>	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use fronted adverbials: conditional adverbials can be used, including as fronted adverbials to make suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.</p>	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use adverbials e.g. therefore, however...</p> <p>Use paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p>	<p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p> <p>Fronted adverbials used</p> <p>Adverbials used to create cohesion within and across paragraphs</p> <p>Descriptions developed through expanded noun phrases, modified with a noun, preposition or another adjective</p>	<p>Effective use of noun phrases</p> <p>Use of paragraphs to organise ideas</p> <p>Use adverbials e.g. therefore, however...</p>	<p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. later that day)</p>	<p>Use fronted adverbials</p> <p>Use of paragraphs to organise ideas</p> <p>Create cohesion through the use of nouns and pronouns</p>	<p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials (e.g. later that day)</p>

		<p>noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).</p> <p>Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.</p>	<p>preposition)</p> <p>.</p> <p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p>		<p>created and repetition avoided through the use of varied nouns and pronouns</p>							
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Spelling (Spelling Shed)	Stage 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Objective	Step 1: Words that are homophones	Step 7: Words ending in '-ation'	Step 13: Words ending in '-sion'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
	Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
	Objective	Step 2: Words with the prefix 'in-' meaning 'not'	Step 8: Words ending in '-ation'	Step 14: Words ending in '-ous'	Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 'i' and 'e'	Step 32: Words that are plurals with possessive apostrophes
	Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
	Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'	Step 9: Words ending '-ly'	Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision words
	Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except

Objective	Step 4: Words with the prefix 'sub-' meaning 'below' or further divided	Step 10: Words ending '-lly'	Step 16: Words where a suffix is added to words ending in 'y'	Step 22: Words ending in '-cian'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully
Objective	Step 5: Words with the prefix 'inter-' meaning 'between or among'	Step 11: Words where 'ch' makes a /sh/ sound	Step 17: Words ending in '-ious' and 'eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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