



Ferndale Primary and Nursery School

English: Year 4

Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Class Reader												
Other Core Texts These will be dipped into as a whole class (either for whole class reading or as a writing stimulus.) Please include a balance of fiction, non-fiction and poetry.												



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<p>Reading Objectives Please pull up reading objectives from bottom of next section where they best fit. The other objectives will be taught throughout through a range of texts.</p>	<p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>recognising some different forms of poetry (for example, free verse, narrative poetry)</p>	<p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>retrieve and record information from non-fiction</p>	<p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>retrieve and record information from non-fiction</p>	<p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>Oral retelling of traditional stories such as myths, legends and fairy tales.</p> <p>recognising some different forms of poetry (for example, free verse, narrative poetry)</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding</p>	<p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>retrieve and record information from non-fiction</p>
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	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>				<p>through intonation, tone, volume and action</p>	
<p>Reading Objectives to be taught across the year through a range of texts.</p>	<p>These objectives will be taught across the year through a range of texts</p> <p>Word Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • identifying themes and conventions in a wide range of books • discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • predicting what might happen from details stated and implied • identifying how language, structure, and presentation contribute to meaning 					



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- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

	<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 					
<p>Writing opportunities</p> <p>Please state genres. Where possible, please use a book/text as a stimulus for the writing. Please include balance of fiction, non-fiction and poetry across the year. Make sure the writing opportunities excite you as a teacher!</p>	<p>Rainforest description (Great kapok tree) (Link to Class name)</p> <p>Explanation text - design a desert creature (linked to class name)</p> <p>Poetry - autumn themed</p>	<p>Under the sea descriptions (based on Bristol Aquarium trip+ Flotsam) (linked to topic)</p> <p>Persuasive formal letter -plastic pollution (planet full of plastic) (linked to topic)</p> <p>Narrative - Sea monsters stories</p>	<p>Explanation text - digestion system guide (kay's anatomy) (linked to science)</p> <p>Persuasive letter - true story of the three little pigs</p> <p>Extended 3 week Narrative unit - alternative fairy tales.</p>	<p>Diary descriptive writing (Escape from Pompeii)</p> <p>Instructions/ Explanation text (Volcanoes - how to survive a volcanic eruption pebble in my pocket/ Earth shattering events link -)</p> <p>Narrative - Romulus and Remus myths (2022) OR Narrative- Varjak Paw - write a chapter (2023 unit)</p>	<p>Story writing - Beowulf (linked to topic)</p> <p>Dragon explanation text (linked to topic)</p> <p>How to train your dragon- persuasive letter to stop the town attacking dragons (linked to topic)</p> <p>Poetry</p>	<p>Persuasion - Viking longhouse adverts (linked to topic)</p> <p>Narrative - Diary entry Lindisfarne invasion (linked to topic)</p> <p>Leon and the place between - narrative</p>
<p>Sentence objectives</p>	<p>Expanded noun phrases</p>	<p>Prepositions ENPS Rhetorical questions</p>	<p>Apostrophes Fronted adverbials Speech</p>	<p>Fronted adverbials Edingly openers Bullet points</p>	<p>Fronted adverbials 3 action sentences Apostrophes recap</p>	<p>Rhetorical questions Superlatives Edingly openers</p>



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<p>including punctuation Please refer to previous knowldeg and new knowledge at bottom to ensure coverage including recapping of what has been previously taught.</p>	<p>Simile sentence openers CL p. recap Paragraphs Subheading -ly openers</p>	<p>Paragraphs Rule of three (persuasion) -ing openers Speech marks</p>	<p>Using subheadings Subordinate clauses(relative clause e.g. the stomach (which is.....) Ed clauses</p>	<p>Subheadings Coordinating conjunctions Imperative verbs</p>	<p>Edingly openers Prepositions Subordinate clauses</p>	<p>Repetition to persuade</p>
<p>Language Enrichment Key vocabulary</p> <p>Which vocab will you feed into lessons in context to aid children's writing? Please consider both subject specific</p>	<p>Rainforest: Expanded noun phrase Capital letter Full stop Adverbs (ly openers)</p> <p>Stealthily/rapidly/ swiftly Lazily/ leisurely/ gently / Faintly/ softly/ Nosily/ deafeningly/ boisterously pouncing/ stalking its prey/ roaring/</p>	<p>Under the sea: Preposition, ENPS, verb openers (ing openers) Swimming/ crawling/ darting/ alternatives for common colours e.g. azure, ebony, inky black Small - miniscule, tiny, miniature, short</p> <p>Big - huge, enormous, gigantic, colossal, sizeable Round, curved</p>	<p>Digestive system guide: Apostrophe, contraction, possession, subheadings</p> <p>Oesophagus/ salvia/ intestines/ rectum/ digestion / absorbed / unrecognisable / fascinating</p> <p>There's no denying/ amazingly/ without a doubt/ surprisingly/ who would have</p>	<p>Add in instructions and Explanation text words</p> <p>Escape from Pompeii: Fronted adverbial / edingly openers</p> <p>Adverbials: Just before dawn, Before long, Immediately, The next day,A few minutes later, At midnight, Right this second,As the minutes passed,</p>	<p>Add in persuasive letter words</p>	<p>Persuasive adverts: Rhetorical questions/ adjectives/ rule of three</p> <p>State of the art/attractive/ Beautiful/ Modern/ Charming/ Comfortable/Tremendous/Sensational Remarkable Revolutionary</p>



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<p>vocabulary as well as text-type-specific vocabulary</p>	<p>chomping/ purring/ howling/ jumping through the air minuscule/ pocket sized/ colossal/ gigantic/ intimidating/ spine chilling/ terrifying/ deadly delightful, adorable/ magnificent/ unique/</p> <p>Desert creature: Paragraph Subheading, introduction</p> <p>Habitat, adaptation, extreme, camouflaged/ venomous/ razor-sharp, elongated scaly/ sharp beaked/ razor sharp/ horned/ thick/ winged narrow/ thin/ slender venomous/ deadly/ powerful/ toxic/ curved/ hooked/</p>	<p>Long – elongated, extended Sharp, pointy, jagged</p> <p>Smooth Striped, spotted, checked, speckled</p> <p>Persuasive letter: Rhetorical question, introduction, emotive language / conclusion, non fiction openers e.g. firstly/ secondly/ surely/ you must agree that/ surprisingly/ pollution/ impact / environment/ catastrophic/ consequences</p> <p>Sea monster stories: Verb openers/ inverted commas Churning waves/inky black/whistling wind/ blood-curdling / droplets/ torrential/ lashing down/ soaking/ drenching/ glassy ripples of water/</p>	<p>thought/ can you believe .../ normally/ usually</p> <p>Alternative fairy tales: Fronted adverbials / inverted commas</p> <p>Bad tempered/ enraged/ cantankerous / vicious/ irritated Fearless/ gallant/ brave</p> <p>Adverbials: Just before dawn, Before long, Immediately, The next day,A few minutes later, At midnight, Right this second,As the minutes passed,</p> <p>+ add more</p>	<p>Feeling terrified, Nervously,Dramatically, Frantically, With a whimper, Without a sound, As quick as a flash, In a state of terror,</p> <p>Utterly bewildered, With an expert level of skill, As if I were aLike a</p> <p>Volcano nouns – crater/ fountain/ steam/ lava/ bubbles/ fume/ fire/ smoke/ ash/ rocks</p> <p>Volcano adjectives – smoky/black/choking/ white-hot/ spitting/ hissing/ smouldering/ menacing/ deafening</p> <p>Volcano verbs – shook/ trembled/ bubbled/ exploded/ erupted / crashed/ rained / boomed/ roared</p>		<p>This unique place, with one of a kind views, has a number of exciting attractions./ Although the house doesn't have any..... /When you first see the house, you will be amazed by its.... /Even though the house.....,</p> <p>Enjoy the...Imagine...Consider...Take a moment to... Find out...Guaranteed to...</p> <p>Lindisfarne invasion: Terrified, petrified, scared, running for</p>
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	rounded/ fast/ agile/ speedy/	<p>jagged/ white hot/ ominous</p> <p>Crashing violently.... Smashing</p> <p>Howling... Whistling</p> <p>Echoing</p> <p>Ripping through the sky....</p> <p>Drenching / soaking the crew....</p> <p>Swaying uncontrollably.....</p> <p>Speech writing: slow / cautious / pale / clutching hand to mouth / wide eyes / sweating / biting lip</p> <p>Verbs: whimpered / pleaded / whispered/ howled</p> <p>Adverbs: helplessly/ quickly / cautiously / desperately</p>		<p>Survival instructions:</p> <p>Imperative verbs/ time adverbs / coordinating conjunctions</p> <p>Explanation text: Volcano/ magma/ pressure/ eruption/ tectonic plate/ extinct/ dormant/ active/ ash/ evacuate</p>		<p>my life, diving into a nearby bush / screaming in horror/ Poor/innocent/ defenceless</p> <p>Vicious/ evil/ heathen/</p>
<u>Speaking and Listening Opportunities and First</u>	Performance poetry?		Videos explaining digestive system process	Escape from Pompeii - drama re-enactments	Exploring sutton hoo crime scene - news report	Lindisfarne invasion re-enactment



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<p>Hand Experiences Please add in here all the things you do to inspire the children to read and write.</p>			Whoosh story – Romulus and Remus drama			Performing own play scripts/ performing toy story/ Shrek scripts
Previous Knowledge			New Knowledge			



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Year 3: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)

Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
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Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	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
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial



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