



Overchurch Junior School National Curriculum Progression English 2021-2022 Year 4

Spoken Language

Physical

- To consider movement when addressing an audience.
- To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.

Linguistic

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

Cognitive

- To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.
- To ask probing questions.
 - To reflect on their own oracy skills and identify areas of strength and areas to improve.

Social and emotional

- To use more natural and subtle prompts for turn taking.
 - To be able to empathise with an audience.
- To consider the impact of their words on others when giving feedback.

Handwriting

- To increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders.

Spelling

- Revision of Year 3 spelling rules.
- Year 3 & 4 Statutory words.
- Homophones and near homophones.
- Prefixes 'in-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-', 'bi-'.
- Suffixes '-ation', '-ous', '-ion', '-cian'.
- Adverbs
- 'sh' sound spelled ch.
- 'Ee' sound spelled with an 'i'.
- 'au' digraph.
- /s/ spelled c before 'i' and 'e'.
- Word families.
Plural possessive apostrophe.

Writing Composition

- To create increasingly effective settings, characters and plot in narratives.
- To use organisational devices such as headings and subheadings with increasing effect in non-narrative work.
- To draw upon material read.
- To write in a range of genre forms.

Grammar and Punctuation

- To use fronted adverbials with a comma.
- To use paragraphs to organise ideas around a theme.
- To select appropriate pronouns or nouns within and across sentences to aid cohesion.
- To use inverted commas and other punctuation to indicate direct speech.
- To use a new line for a new speaker when writing direct speech.
- To use apostrophes to mark plural possession.
- To understand and use specific year 4 terminology (determiner, pronoun, possessive pronoun, adverbial)

Evaluate and Edit

- To assess the effectiveness of their own and others' writing and suggest improvements.
- To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- To proofread for spelling and punctuation errors.

Word Reading

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Reading Comprehension

- Develop a positive attitude to reading and understanding of what they read.
- Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Identify themes and conventions in an increasing range of books.
- Discuss many words and phrases that capture the reader's interest and imagination.

In independent reading:

- Check the text makes sense, discuss understanding and explain the meaning of some words in context asking questions to improve their understanding of a text.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence.
- Predict what might happen from details stated and some of which are implied.
- Identify main ideas drawn from more than two paragraphs and summarising these.
- Identify how language and structure contribute to meaning.
- Confidently retrieve and record information from non-fiction.
- Confidently participate in discussion about both books that are read to them and those they can read for themselves.