








Backworth Park Primary School Knowledge and Skills Progression Grid English Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	<ul style="list-style-type: none"> ✓ Volcanoes/ Mountains ✓ Anglo Saxons ✓ Habits ✓ Digestive system ✓ Peter and the Wolf ✓ Vincent Van Gogh ✓ Hinduism ✓ Health and wellbeing – change old habits 		<ul style="list-style-type: none"> ✓ Lovely lakes – man – made natural features ✓ Hinduism ✓ Joanne Wish ✓ The River of Babylon – song in a sound ✓ Relationships – expect respect – physical contact ✓ The ancient Greeks ✓ Living things, states of matter 		<ul style="list-style-type: none"> ✓ The cartographer – mapping skills ✓ Christianity ✓ Prayer and pilgrimage ✓ Greek sculpture ✓ Fly with the stars – music ✓ Living in the wider world – resolve a dispute ✓ Vikings to 1066 ✓ Electricity/sound 	
Texts	<p>Focus Text: The Worst Witch</p>  <p>When the Mountains Roared</p>  <p><u>Non-Fiction:</u> Volcanoes/ Mountains Anglo Saxons Habits</p>	<p>Focus Text: Arthur</p>  <p><u>Non-Fiction:</u> Digestive system Vincent Van Gogh Hinduism</p>	<p>Focus Text: Wind in the Willows</p>  <p>Greek Myths</p>  <p><u>Non-Fiction:</u> Man-made/ natural features Hinduism</p>	<p>Focus Text: The Iron Man</p>  <p><u>Non-Fiction:</u> Joanne Wish Relationships Ancient Greeks Living things States of matter</p>	<p>Focus Text: Matilda</p>  <p>How to Train your Dragon</p>  <p><u>Non-Fiction:</u> Christianity Prayer/ pilgrimage Greek sculpture</p>	<p>Focus Text: Song of the Dolphin Boy</p>  <p><u>Non-Fiction:</u> Resolving a dispute Vikings 1066 Electricity/sound</p>
Poetry	<p>Lady Winter's Rap by Grace Nichols</p> <ul style="list-style-type: none"> • Personification • Rap 		<p>People Need People by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • Narrative Poem • Rhyme 		<p>The Sound Collector by Roger McGough</p> <ul style="list-style-type: none"> • Onomatopoeia • Rhyme 	
Planned Outcome (fiction/ non-fiction)	<p>Fiction – Character description</p> <p>Non-fiction – Setting description</p>	<p>Fiction – Story with a historical setting</p> <p>Non-fiction – Explanation</p>	<p>Fiction – Myths</p> <p>Non-fiction – Newspaper report</p>	<p>Fiction – Fantasy story</p> <p>Non-fiction – Non-chronological report</p>	<p>Fiction – Playscript</p> <p>Non-fiction – Instructions</p>	<p>Fiction – Story with a moral dilemma</p> <p>Non-fiction – Persuasive letter</p>
Reading Progression of Skills	<ul style="list-style-type: none"> ✓ Read, listen to and discuss a wide range of high quality texts. ✓ Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, and retell some of these orally. 					

	<ul style="list-style-type: none"> ✓ Retrieve and record information from non-fiction. ✓ Recognise some different forms of poetry. ✓ Prepare poems and plays to read aloud and to perform using intonation, tone and volume and action. <p>Word</p> <ul style="list-style-type: none"> ✓ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. (NC Appendix 1) ✓ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. although, weight, eight. <p>Comprehension</p> <ul style="list-style-type: none"> ✓ Retrieve and record information from fiction and nonfiction. Use dictionaries to check the meanings of words they have read. ✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Participate in discussion about books that are read to them and books they have read for themselves, taking turns and listening to what others say. ✓ Ask questions to improve their understanding of a text <p>Inference and deduction</p> <ul style="list-style-type: none"> ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence. ✓ Predict what might happen from details stated and implied e.g. 'I think he will run away because even though it doesn't say that he doesn't like her brother, there are clues'. ✓ Identify main ideas from more than one paragraph and summarise these. <p>Text Structure</p> <ul style="list-style-type: none"> ✓ Identify how structure and presentation contribute to meaning. ✓ Explain their understanding of what they have read providing reasons for their views. ✓ Identify how organisation and presentation contributes to meaning e.g. 'the writer uses bullet points for the main reasons'. ✓ Identify themes and conventions within and across texts e.g. loss or heroism - 'These authors explore sorrow and loss of loved ones' or use of first person in writing diaries. ✓ Make comparisons within and across books. <p>Language for effect</p> <ul style="list-style-type: none"> ✓ Discuss the author's use of language and the impact on the reader. ✓ Identify some basic features of writer's use of language e.g. 'the author uses lots of questions to make you want to read on and find out what happens next'. ✓ Discuss the author's use of language, including figurative language and the impact on the reader.
Writing Progression of Skills	<p>Vocabulary and grammar</p> <ul style="list-style-type: none"> ✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. ✓ Use the present perfect form of verbs in contrast to the past tense eg. She has downloaded some music/ She downloaded some music. ✓ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause. ✓ Use further prefixes and suffixes and understand how to add them (Appendix 1). ✓ Continue to learn the grammar for Y3 and Y4 in Appendix 2. <p>Spelling and Punctuation</p> <ul style="list-style-type: none"> ✓ Spell homophones correctly. ✓ Spell most words from the Y3/Y4 word list. Use inverted commas and other punctuation for direct speech. Use apostrophes to mark plural possession e.g. The girls' name. ✓ Use commas after fronted adverbials ✓ e.g. Later that day, <p>Planning drafting and writing</p> <ul style="list-style-type: none"> ✓ Discuss writing similar to that which they are planning to ✓ write in order to understand and learn from its structure, vocabulary and grammar. ✓ Discuss and record ideas. ✓ Compose and rehearse sentences orally. Build in a ✓ progressively varied and rich vocabulary, and an increasing range of sentence structures. Organise paragraphs around a theme. ✓ In narrative, create settings, character and plot. ✓ In non-narrative, use simple organisational devices e.g. headings and subheadings.

	Handwriting <ul style="list-style-type: none"> ✓ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined. ✓ Increase the legibility, consistency and quality of their joined handwriting. ✓ Read, listen to and discuss a wide range of high quality texts. ✓ Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, and retell some of these orally. ✓ Retrieve and record information from non-fiction. ✓ Recognise some different forms of poetry. ✓ Prepare poems and plays to read aloud and to perform using intonation, tone and volume and action.
Assessment	<p style="text-align: right;">Diagnostic (cold write)</p> <p style="text-align: right;">Success Criteria – pupil/ teacher</p> <p style="text-align: right;">Editing and Redrafting</p> <p style="text-align: right;">Outcome – Final Piece</p>