

Kirkby CE – Year 4 Progression Map (Cycle B)

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2				
English Power of reading	Texts Driver Texts	<ul style="list-style-type: none"> The Great Kapok Tree 	<ul style="list-style-type: none"> The Iron Man 	<ul style="list-style-type: none"> <i>Arthur and the Golden Rope</i> 	<ul style="list-style-type: none"> Into the Forest 	One Plastic bag	<ul style="list-style-type: none"> The Sun is Laughing. *				
	GPS	Throughout the year NC requirements from Year 3 and 4 PoS, including: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Word <ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms </td> <td style="vertical-align: top;"> Sentence <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases Fronted adverbials </td> <td style="vertical-align: top;"> Text <ul style="list-style-type: none"> 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 </td> <td style="vertical-align: top;"> Punctuation <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials </td> </tr> </table>						Word <ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms 	Sentence <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases Fronted adverbials 	Text <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials
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	Spelling Shed	ou making ow ou making u Y making I Ending in sure Ending in ture Challenge words	Prefix re Prefix v Prefix dis Prefix mis Ing er and ed multisyllabic words Challenge words	Words with ai Words with ei and eigh Words with ey making ai Words with ly Homophones Challenge words	Ending in al Ending in le Ending in ly Ending in ic Ending in ly exceptions Challenge words	Words with the suffix er Words with the digraph ch making k Ending in gue and que Ending in sc Homophones Challenge Words	Ending in sion Challenge Words Revision Words				
	Speaking and Listening	All 12 statutory statements will be covered at the appropriate level, including: <ul style="list-style-type: none"> Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) Give reasons and explanations for choices and viewpoints in class discussions Respond to the opinions of others in the group 									
Writing Composition	<ul style="list-style-type: none"> I can discuss writing that is similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar I can discuss and record ideas I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see English Appendix 2) I can organise paragraphs around a theme In narratives, I can create settings, characters and plot In non-narrative material, I can use simple organisational devices [for example, headings and sub-headings] I can assess the effectiveness of my own and others' writing and suggest improvements I can suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences I proofread my work for spelling and punctuation errors I read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 										

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	Reading	<ul style="list-style-type: none">• I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• I can use non-fiction books understanding how they are structured and can use them to support my learning• I can use a dictionary to check the meaning of words that I am unsure of• I am increasing my knowledge of a wide range of books, including fairy stories, myths and legends, and I am able to retell some of these orally• I can identify themes e.g. The triumph of good over evil, and conventions e.g. The greeting in letters, in a wide range of books• I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• I can discuss words and phrases that capture the reader's interest and imagination• I can recognise some different forms of poetry [for example, free verse, narrative poetry]• When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of words in context• I ask questions to improve my understanding of a text• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence• I can predict what might happen from details stated and implied• I can identify main ideas drawn from more than 1 paragraph and I am able to summarise these• I can identify how language, structure, and presentation contribute to meaning• I can retrieve and record information from non-fiction e.g. using contents pages and indexes to locate information• I can participate in discussions about books that have been read aloud and those I have read independently, taking turns and listening to what others say
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