



## Progress through the curriculum

# English – Year 4



Detail of content to be introduced (statutory requirement)		Writing at the expected standard
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> 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> ]	<p>The pupil can:</p> <ul style="list-style-type: none"><li>• write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g., description of a school event, poetry to evoke feelings)</li><li>• create settings, characters and plot in narrative</li><li>• use speech punctuation correctly most of the time</li><li>• use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g., use a range of sentences and begin to vary the position of clauses within a sentence)</li><li>• use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</li><li>• use past and present tenses correctly, and include a wider range of verb forms (e.g., <i>we were going</i>; <i>they have been</i>)</li><li>• use the range of punctuation taught up to and including Y4 mostly correctly (e.g., commas after adverbials; use of apostrophe)</li><li>• spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings</li><li>• write legibly and with increasing fluency, paying attention to size and spacing</li><li>• maintain the use of joined handwriting throughout independent writing.</li></ul>
<b>Sentence</b>	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> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>	
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial	