



**Progression Framework**

**English**

**Year Four**

# Progression Framework

## Introduction

The Progression Framework for English comprises two separate domains:

- Reading, which is then presented in the following 'dimensions':
  - Word reading
  - Comprehension
- Writing, which is then presented in the following 'dimensions':
  - Transcription (spelling and handwriting)
  - Composition

Spelling, vocabulary, grammar and punctuation (underpins the entire Programme of Study and is set out in detail in the statutory appendices)

The Programmes of Study for English (including the statutory appendices) outline the expectations of what children will have been taught by the end of:

- Year 1
- Year 2
- Year 4 (includes learning in Year 3)
- Year 6 (includes learning in Year 5).

For this reason, the majority of Progression Statements for Years 3 and 4, and for Years 5 and 6, are identical in the Progression Framework, with progression built into the 'What to look for' guidance notes. Where the wording from the Programme of Study is virtually identical across most year groups (e.g. the Reading comprehension strands around prediction and inference or the Writing strand around proofreading for errors in spelling and punctuation), carefully graded realistic examples of what pupils might typically be saying or doing will help teachers to decide which descriptor is the best match for a pupil or group of pupils.

# Progression Framework for English, Year Four

## Domain: Reading<sup>1</sup>

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Word Reading	a) Word Reading – Decoding	<b>4.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</b>	Y	Pupil can use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and read them aloud.	Pupil can use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. <i>uses knowledge of 'limit' to read and understand limited, limitless, unlimited, limitation.</i>	Pupil can use knowledge of root words, prefixes and suffixes to fluently read and interpret new words in the context of what is being read. They can decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.
		4.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	N	Pupil can read a range of exception words using approximate pronunciation.	Pupil can use their understanding of unusual spelling–sound correspondences to choose the most appropriate pronunciation of a word: e.g. <i>business, medicine, separate, surprise.</i>	Pupil can read a range of exception words, with appropriate pronunciation, with minimal impact on the fluency of reading.

<sup>1</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

## Progression Framework for English, Year Four

### Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension <sup>2</sup>	a) Range of Reading	4.2.a.1 Develop positive attitudes to reading and understanding of what they read by: <b>listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</b>	Y	Pupil can listen attentively, discuss and give opinions on a range of fiction and non-fiction.	Pupil can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.	Pupil can discuss their preferences when reading fiction and nonfiction, providing justification by drawing on and comparing examples.
		4.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	N	Pupil can use experience of reading a range of books to give examples of how books are structured differently.	Pupil can use, select and read books that are structured in different ways for the appropriate purposes: e.g. <i>specialist books for advice on sports or hobbies, following a series by the same writer.</i>	Pupil can compare books that are structured differently and give opinions on how effectively they meet their purpose.
	b) Familiarity With Texts	4.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	N	Pupil can accurately retell the main events of a wide range of age-appropriate fairy stories, myths and legends.	Pupil can accurately retell a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate.	Pupil can accurately retell a wide range of age-appropriate fairy stories, myths and legends, including phrases straight from the text showing familiarity and understanding through appropriate level of detail with some embellishment or adaptation.

<sup>2</sup> **Note for references to 'age-appropriate' texts:** The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.

# Progression Framework for English, Year Four

## Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	b) Familiarity With Texts	4.2.b.2 Develop positive attitudes to reading and understanding of what they read by: <b>identifying and discussing themes and conventions in *and across* a wide range of writing</b>	Y	Pupil can, with support, give examples of the same themes and conventions in different age appropriate books.	Pupil can independently identify and discuss some themes and conventions in age-appropriate text: e.g. <i>bullying, use of headings and sub-headings in non-fiction.</i>	Pupil can independently identify and discuss many themes and conventions in age appropriate texts.
	c) Performance & Poetry	4.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	N	Pupil can perform poems and play scripts, experimenting with intonation, tone, volume and action.	Pupil can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding.	Pupil can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches with individual interpretation.
		4.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. <i>free verse, narrative poetry</i> )	N	Pupil can recognise and name some different forms of poetry.	Pupil can confidently identify and name some different forms of poetry and describe their features: e.g. <i>ballads, limericks.</i>	Pupil can confidently identify and name a wider range of different forms of poetry and describe some of their features.
	d) Word Meanings	4.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read	N	Pupil can, with support, use a dictionary to check the meaning of words encountered in reading.	Pupil can independently use a dictionary to check the meaning of words encountered in reading.	Pupil spontaneously turns to a dictionary to check the meaning of words encountered in reading.

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2) Comprehension	e) Understanding	4.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	N	Pupil can, with support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explain how the same word can have different meanings in different contexts.	Pupil can usually independently monitor reading of age appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. <i>lunchtime monitor, computer monitor, monitor the temperature.</i>	Pupil can almost always monitor reading of age appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.
		4.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text	N	Pupil can sometimes ask themselves questions to improve their understanding when independently reading an age appropriate texts.	Pupil can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. <i>I wonder if Mrs Muldour realises she's being tricked by paying twice for each worm or is just being generous?</i>	Pupil can almost always ask themselves questions to improve their understanding when independently reading an age appropriate texts.
		4.2.e.3 Understand what they read, in books they can read independently, by: <b>identifying main ideas drawn from more than one paragraph and summarising these</b>	Y	Pupil can, with support, when reading an age-appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these.	Pupil can, when reading an age appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.

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2) Comprehension	f) Inference	4.2.f.1 Understand what they read, in books they can read independently, by: <b>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b>	N	Pupil can, with support, draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions when prompted: <i>e.g. Fudge is enjoying annoying Peter because Peter says he understands what he's doing but doesn't stop it even when his dad tells him to.</i>	Pupil is beginning to draw inferences from their independent reading of age appropriate texts, often correct but not always fully supported by reference to the text: <i>e.g. Dad turns Fudge upside down and threatens to do more than whack him on the back, but he is not being cruel. I think he is a good dad because he tries to stop Fudge annoying Peter and he carries the baby in the carrier sometimes. And all five of them go for ice cream every evening so he spends time with his family doing things kids like.</i>	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: <i>e.g. I think Peter likes the idea of the baby sling and wishes he'd had the chance to be carried in one when he was small, but he seems to be embarrassed at the idea of carrying his baby sister in it because he says he wouldn't be caught dead wearing it with a baby round his neck. He knows his family is a bit unusual and perhaps he wishes they were more like other people.</i>

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2) Comprehension	g) Prediction	4.2.g.1 Understand what they read, in books they can read independently, by: <b>predicting what might happen from details stated and implied</b>	Y	Pupil can sometimes read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader: e.g. <i>I think.</i>	Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. <i>Fudge keeps repeating everything Peter says so I think he is going to suggest worm flavoured ice cream because there has been so much talk about worms. He might get thrown out of the ice cream shop!</i>	Pupil can almost always read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.



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2) Comprehension	h) Authorial Intent	4.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination	N	Pupil can sometimes identify words or phrases that interest, inspire or intrigue them from their reading and sometimes say why, explaining the effect on them as a reader: e.g. <i>I like the way the author describes the library where all the books are arranged in sections according to the colour of the leather covers because it helped me imagine it as I read.</i>	Pupil can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader: e.g. <i>I like the way Peter tells Mrs Muldour that small ones are sweeter because he's being really cheeky and it makes me laugh.</i>	Pupil can almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why, explaining the effect on them as a reader: e.g. <i>I like the way Fudge keeps saying wormy, wormy, worms and saying of all the things he could do with a pet worm while their mother is shouting how she never wants to hear about worms again and not to put one near the baby. It makes me laugh.</i>

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2) Comprehension	h) Authorial Intent	4.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning	N	Pupil can, with support, identify distinctive language, structural and presentational features in their independent reading of age appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. <i>recognises the shape a letter makes on the page; recognises a range of salutations and signoff phrases for letters and knows which belong to a friendly letter and which to a formal one. Recognises bar graphs and maps in non-fiction and can extract information from them.</i>	Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of age appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.

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## Domain: Reading

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2) Comprehension	i) Non Fiction	<b>4.2.i.1 Retrieve and record information from nonfiction</b>	Y	Pupil can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate nonfiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved.	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate nonfiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. <i>is making and organising own notes from a non-fiction book or website to answer questions devised earlier.</i>	Pupil can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved.
	j) Discussing Reading	4.2.j.1 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	N	Pupil can, with support, discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).	Pupil can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. <i>is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates.</i>	Pupil can almost always discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).

# Progression Framework for English, Year Four

## Domain: Writing<sup>3, 4</sup>

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	a) Phonic and Whole Word Spelling	4.1.a.1 Spell further homophones	N	Pupil can, with support, distinguish between and sometimes correctly spell further homophones and nearhomophones.	Pupil can usually distinguish between and correctly spell further homophones and nearhomophones: e.g. <i>whose/who's, peace/piece, whether/weather, medal/meddle</i> (see Appendix 1 pg 63).	Pupil can consistently and confidently distinguish between and almost always correctly spell further homophones and near-homophones.
		4.1.a.2 Spell words that are often misspelt (English Appendix 1)	N	Pupil can, when prompted, identify their most common spelling mistakes and can use one or two taught strategies to reduce them.	Pupil can independently identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them: e.g. <i>phonics first approach; identifying the tricky bits; starting with the root words and adding affixes; creating a mnemonic sentence; remembering the spelling of library by exaggeratedly pronouncing the word to emphasis the tricky bits: liebrare-ee.</i>	Pupil can readily identify their most common spelling mistakes and confidently select the most appropriate from a range of taught strategies to reduce them.
	b) Other Word Building Spelling	4.1.b.1 Place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls', boys'</i> and in words with irregular plurals: e.g. <i>children's</i>	N	With support pupil can place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals. With prompting, they can explain this punctuation rule to others.	Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls', boys', animals'</i> and in words with irregular plurals e.g. <i>men's, women's people's, children's, mice's</i> . Pupil can usually explain this punctuation rule to others, spotting and correcting errors in own and others' writing.	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (see left). Pupil can almost always explain this punctuation rule to others, quickly spotting and correcting errors in own and others' writing.

<sup>3</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account. <sup>4</sup> Pupils should continue to be supported in understanding and applying the concepts of word structures (see English Appendix 2, pages 64, 67): [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

# Progression Framework for English, Year Four

## Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	b) Other Word Building Spelling	4.1.b.2 Use further prefixes and understand how to add them (English Appendix 1)	N	Pupil can, when prompted, spell words with prefixes without any associated changes in spelling. They can explain the meaning of some prefixes: e.g. <i>un-, dis-, mis-, in-</i> .	Pupil can usually correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of most prefixes: e.g. <i>all of the ones at left and il-, im-, ir-, re-, sub-</i> .	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of almost all prefixes: e.g. <i>all of the ones at left and inter-, super-, anti-, auto-</i> .
		4.1.b.3 Use further suffixes and understand how to add them (English Appendix 1)	N	With support pupil can spell words where suffixes beginning with vowel letters are added to words of more than one syllable. They can, when prompted, explain this spelling pattern to others (see Appendix 1 p 49).	Pupil can usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word. They can usually explain this spelling pattern and its rules to others: e.g. <i>forgetting, beginner, preferred, trodden, referee, deferred, inferred.</i>	Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word. They can confidently explain this spelling pattern and its rules to others.
		4.1.b.4 Use the first two or three letters of a word to check its spelling in a dictionary	N	Pupil can sometimes find words in a dictionary and, when prompted, can check their own attempt at spellings against the correct spelling and make any amendments.	Pupil can usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments.	Pupil can consistently and confidently find words in a dictionary, can quickly and accurately check their own attempt at spellings against the correct spelling and make any amendments.
	c) Transcription	<b>4.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</b>	Y	With support, pupil can remember and write a dictated sentence applying age-expected newly taught spelling patterns and punctuation with some accuracy.	Pupil can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy: e.g. <i>It was hard to accept that the magician, who had been struck down by a mysterious illness, was going to disappoint the children's party.</i>	Pupil can consistently and confidently remember and write a dictated sentence applying newly taught spelling and punctuation accurately.

# Progression Framework for English, Year Four

## Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	d) Handwriting	4.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	N	Pupil can form letters in accordance with the school's agreed house style. There is still some inconsistency in decisions to join letters or leave letters unjoined.	Pupil can correctly form and join most letters in accordance with the school's agreed house style. There is some consistency in decisions to join letters or leave letters unjoined.	Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually consistency in decisions to join or leave letters unjoined.
		4.1.d.2 Increase the legibility, consistency and quality of their handwriting: <i>e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i>	N	Pupil's writing can usually be read without mediation and there is some consistency.	Pupil's writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.	Pupil's writing can be easily read; joined handwriting is the norm which is written at a pace that keeps up with what pupils want to say.

# Progression Framework for English, Year Four

## Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	a) Contexts for Writing	4.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	N	With support pupil can identify key organisational and language features of a shared text working with a partner, small group or the whole class. They can, when prompted, identify the text type by naming it.	Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it: e.g. <i>the list at the top and the numbered bullets mean this is a set of instructions. You'd want these for putting a climbing frame together or making an omelette.</i>	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class. They can identify the text type by naming it and describe a context/scenario for using it.
	b) Planning and Drafting Writing	4.2.b.1 Plan their writing by: discussing and recording ideas	N	Pupil can, with support, use notes and pictures, from discussion with others, to plan writing.	Pupil can, independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing: e.g. <i>takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.</i>	Pupil can consistently select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.
		4.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	N	Pupil can, with support, compose and orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.	Pupil can, independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.	Pupil can, independently and confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.

# Progression Framework for English, Year Four

## Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	b) Planning and Drafting Writing	4.2.b.3 Draft and write by: <b>organising paragraphs around a theme</b>	Y	Pupil can, with support, plan narrative and non-fiction texts into paragraphs before they begin writing. Pupil knows how to demarcate paragraphs on the page and is beginning to remember to do this as they write.	Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write: e.g. <i>by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs.</i> Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.	Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.
		4.2.b.4 Draft and write by: <b>in narratives, creating settings, characters and plot</b>	Y	Pupil can, with support, create a convincing setting, characters and a simple plot but descriptions lack detail and plot tends to be over-reliant on action or on the modelled story.	Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail: e.g. <i>Kim huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.'</i> <i>'Don't be such a baby!' snapped Tyler, bossily, 'Look, the car's coming!'</i>	Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.
		4.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. <i>as headings and subheadings</i>	N	Pupil can sometimes cluster related information, write a main heading for the text and subheadings for each paragraph.	Pupil can usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.	Pupil can consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.



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## Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	c) Editing Writing <sup>5</sup>	4.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements	N	Pupil can, with support, read back their own writing cumulatively as they go and others' completed writing, monitoring to check the meaning is clear. They can identify and make suggestions for alteration.	Pupil can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. <i>they check the meaning is clear and organisational features are correct. They can identify and make suggestions for alteration and improvement: e.g. My second subheading doesn't really match the content of the paragraph underneath it. I need to change one or the other.</i>	Pupil can, consistently and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. <i>they check the meaning is clear, spellings, punctuation and organisational features are correct. They can identify and make suggestions for alteration and improvement.</i>
		4.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	N	Pupil can, with support, proofread and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.	Pupil can, independently, proofread and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. <i>spotting repetitious language, verb/subject disagreement or lapses in tense.</i>	Pupil can consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.

<sup>5</sup> The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.

# Progression Framework for English, Year Four

## Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	c) Editing Writing	<b>4.2.c.3 Proof-read for spelling and punctuation errors</b>	Y	With support, pupil can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. <i>I started that sentence with a fronted adverbial but I forgot to put the comma in, so I'll fix that now; You have written 'proberbly' because that's how lots of people say it, but think about close family words like probable and probability and that will tell you it has to be spelled 'probably'.</i>	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
	d) Performing Writing	4.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	N	With support, pupil can read their writing loudly and clearly enough to be heard by all; there is some expression and pausing at the end of sentences.	Pupil can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.	Pupil can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation; there is some variety in pace and emphasis and some use of different voices for the audiences' enjoyment.

## Progression Framework for English, Year Four

### Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	a) Vocabulary	4.3.a.1 Form nouns using prefixes (super-, anti-)	N	Pupil can follow spelling rules to alter the meaning of nouns by adding prefixes; they can, when prompted, give a definition of the new noun.	Pupil can usually follow spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun: e.g. <i>super</i> , <i>supermarket</i> , <i>superman</i> , <i>superstar</i> .	Pupil can, consistently and confidently, follow the spelling rules to alter the meaning of nouns by adding prefixes; they can give a precise definition for almost all new nouns.
		4.3.a.2 Word families based on common words (solve, solution, dissolve, insoluble)	N	Pupil can, when prompted, recognise and group words into two main families according to form and meaning.	Pupil can usually group words into two main families according to form and meaning. They can spot the common root words grouped by form: e.g. <i>form: family – familiar – unfamiliar – familiarity – familiarise ...</i> , <i>meaning: big – little – size</i> .	Pupil can consistently group words into word families according to form and meaning; they can spot patterns of spellings in words grouped by form and specific links in meaning of words grouped by meaning. Pupil can use knowledge of word families to guess unfamiliar words with some confidence.

### Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	b) Grammar	4.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: <b>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b>	Y	Pupil can, when prompted, choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity. There may be some tail off in the application through a piece of writing.	Pupil can usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing: e.g. <i>When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it' and 'she' every other time so my writing was less repetitive but still clear.</i>	Pupil can consistently and confidently choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity throughout a piece of writing.

## Progression Framework for English, Year Four

		4.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	N	Pupil can write compound sentences appropriate to the text, using a limited range of conjunctions: e.g. <i>and, because.</i>	Pupil can use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences: e.g. <i>We put up our umbrellas when it rained. When it rained we put up our umbrellas.</i>	Pupil can confidently use a wide range of subordination conjunctions at the beginning and within sentences. They can accurately use commas to mark clauses.
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### Domain: Writing

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	b) Grammar	4.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause  <b>qKPI uses fronted adverbialsG</b>	Y	Pupil can, when prompted, use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).	Pupil can usually use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing, e.g. <i>first, then, after, meanwhile, from, where. Despite the dark clouds, pupils were scurrying between the classroom and the field, hoping to finish their insect survey before the storm.</i>	Pupil can consistently and confidently use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.

## Progression Framework for English, Year Four

		4.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense	Y	Pupil can, with support, explain the concept of verb tense (i.e. that it tells the reader whether events are in past, present or future). Pupil's writing shows some awareness of how commonly used verbs are inflected in different tenses. There is some consistency in use of tenses within writing, perhaps with occasional lapses.	Pupil can explain the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense: e.g. <i>I have read three books by that author; the librarian has told me the new title will be in shortly.</i>	Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.
<b>Domain: Writing</b>						

Dimension	Subdimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	b) Grammar	4.3.b.5 Use the correct form of 'a' or 'an'	N	Pupil can explain the rules for using 'a' or 'an' and give an example of each. Own writing shows some inconsistency in applying the rules.	Pupil can usually explain the rules for using 'a' or 'an' and give one or two example of each. Own writing shows some consistency in applying the rules: e.g. <i>I know that 'a' and 'an' are only used with singular nouns. 'A' is used before a word starting with consonant, for example a rock and 'an' is used before a word starting with a vowel, for example an open box.</i>	Pupil can confidently explain the rules for using 'a' or 'an' and give two or three example of each. Own writing shows consistency in applying the rules.

## Progression Framework for English, Year Four

	c) Punctuation <sup>6</sup>	<b>4.3.c.1 Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials</b>	Y	With support, pupil can use inverted commas and other punctuation to indicate direct speech but is not yet consistent or reliable. Pupil is beginning to use apostrophes for plural possession and is aware of the need for commas after fronted adverbials.	Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession commas after fronted adverbials accurately and consistently across a range of independent writing.	Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession, commas after fronted adverbials accurately and consistently across a range of independent writing. Pupil is beginning to explore the use of commas to clarify meaning or avoid ambiguity: e.g. <i>Let's eat, Joe!</i> <b>NOT</b> <i>Let's eat Joe!</i>
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<sup>6</sup> Remember to include all the elements taught in previous years in your expectations and assessment.

**Progression  
Framework for  
English, Year  
Four**