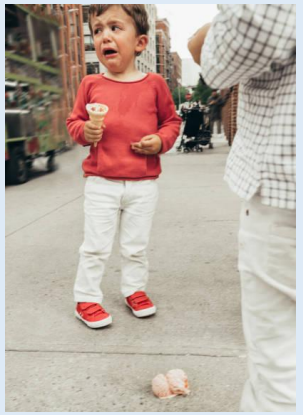
Year 4 English Knowledge Progression

YEAR 4			
Step	**Knowledge**	**Exemplification**	**Assessment**
1	Identify and write compound sentences with semi-colons	*The girl passed the test; she scored full marks.* A compound sentence contains two or more main clauses joined by a co-ordinating conjunction, a capital letter to begin the sentence and a stop mark to end the sentence. A semi colon can replace both the comma and the coordinating conjunction in a compound sentence if the two main clauses are closely related. Students will be familiar with the FANBOYS acronym introduced in Year 3. N.B. Semi-colons cannot replace 'and' when 'and' does not function as a co-ordinating conjunction. For example, in the sentence 'The driver gripped the steering wheel and narrowed her eyes', 'narrowed her eyes' is a predicate and not a main clause. Therefore, this sentence cannot be rewritten with a semi-colon to replace 'and'. Refer to knowledge step 10 in the Year 3 Progression Document for further clarification.	Use the picture to complete the compound sentence with a semi-colon. *Mia roamed the library for many hours* _____ *Mia roamed the library for many hours; she read so many books.*
2	Distinguish between a main clause and a subordinate clause	*The girl passed the test* ***because she studied hard****.* *Main Clause* *Subordinate Clause* A main clause makes sense on its own. It is a group of words made up of a subject (single or compound) paired with a predicate (single or compound). A subordinate clause does not make sense on its own. It is a group of words made up of a subject (single or compound) paired with a predicate (single or compound) and it begins with a subordinating conjunction. A subordinate clause is dependent on a main clause to make sense and form a complete thought. A subordinate clause can be written before or after the main clause.	Underline the main clause and circle the subordinate clause. The excited children cheered loudly when their football team scored the first goal.

3	Identify and write the subordinating conjunctions ‘because’, ‘when’ and ‘although’	*The girl passed the test **because** she studied hard.* *The girl passed the test **when** her brother sat at home.* *The girl passed the test **although** she barely studied.* **Cause and Effect** | **Time** | **Comparison** | **Condition** because | when | although | Conjunctions are connecting words that link different parts of sentences. Subordinating conjunctions that indicate cause and effect, such as ‘because’, establish one event or action as the direct result of another. Subordinating conjunctions that indicate time, such as ‘when’, establish the order of events or actions. ‘When’ is used to show two events or actions occurring at the same time. Subordinating conjunctions that indicate a comparison, such as ‘although’, establish that an event or action occurred in spite of something else. N.B. There are numerous subordinating conjunctions. Over the course of Year 4, students will learn 9 of the most common; however, this is not an exhaustive list of subordinating conjunctions.	Match each subordinating conjunction to one sentence opposite. **Conjunction** ***a)*** *because* ***b)*** *when* ***c)*** *although* **Sentence** *Sarah won the race _____ she started last.* *Sarah won the race _____ she crossed the finish line.* *Sarah won the race _____ she trained for weeks.*

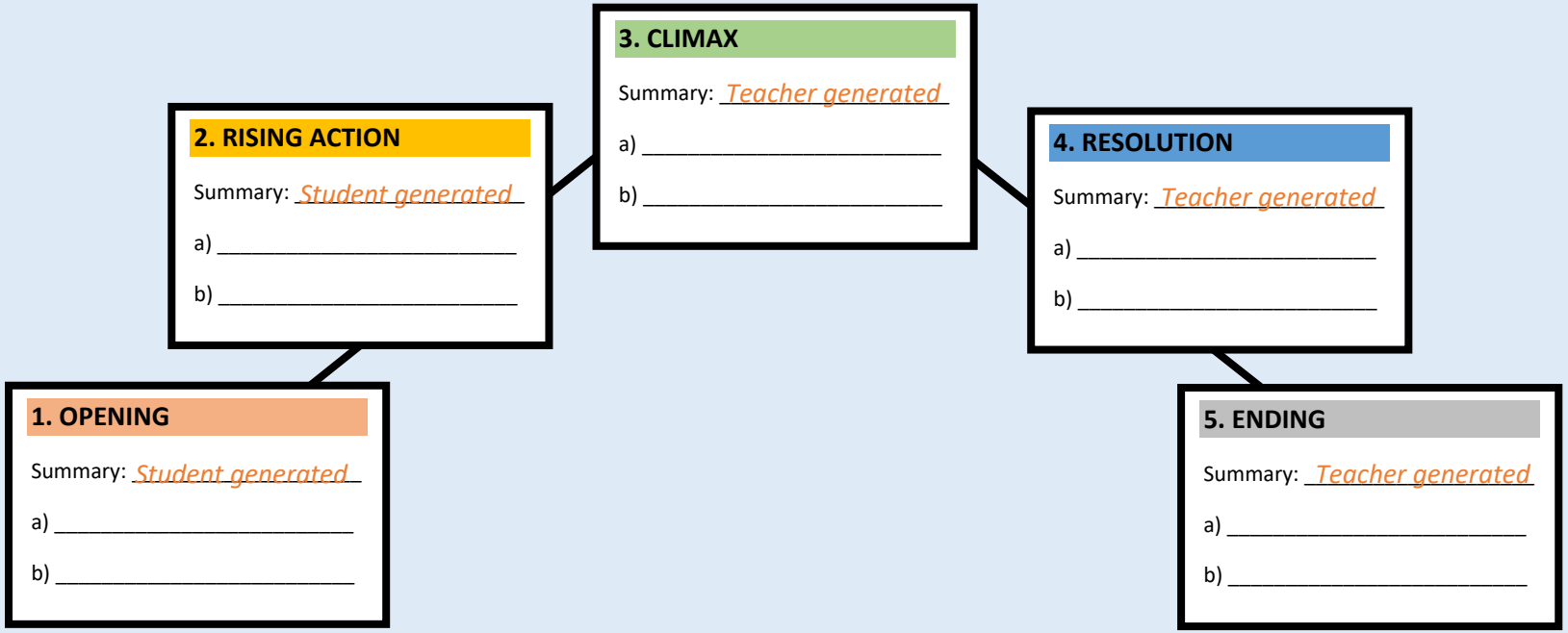
4	Identify and write complex sentences that open with a main clause followed by a subordinate clause (‘because’, ‘when’ and ‘although’)	*The girl passed the test **because she studied hard**.* *The girl passed the test **when her brother sat at home**.* *The girl passed the test **although she barely studied**.* A subordinating conjunction always begins a subordinate clause. If a main clause precedes a subordinate clause, a comma is <u>not</u> required before the subordinating conjunction. N.B. Co-ordinating conjunctions are not part of the main clauses they join; whereas, subordinating conjunctions are part of subordinate clauses. Any sentence that includes a subordinate clause is a complex sentence.	Use the picture to complete the complex sentence with one of the following conjunctions: *because* *when* *although* *The boy burst into tears* _____  *The boy burst into tears because he dropped his ice cream.*
5	Identify and write complex sentences that open with a subordinate clause followed by a main clause (‘because’, ‘when’ and ‘although’)	***Because she studied hard,** the girl passed the test.* ***When her brother sat at home,** the girl passed the test.* ***Although she barely studied,** the girl passed the test.* A subordinating conjunction always begins a subordinate clause. If a subordinate clause precedes a main clause, a comma is required to separate the subordinate clause from the main clause.	Rewrite this sentence starting with the subordinate clause. *She was still late for her appointment although she left early.* *Although she left early, she was still late for her appointment.*

Writing Outcome A

Two paragraph narrative extract which includes three complex sentences and two compound sentences joined with semi-colons. The paragraph narrative extract must be comprised of:

1. Opening – minimum of four sentences
2. Rising Action – minimum of four sentences

Purpose	Narrative Perspective	Tense
To Entertain	1st Person	Past



6	Identify and write topic sentences that start new paragraphs in expositional writing	***China had an impact on the development of Japan.*** *Prince Shotoku sent spies to China to learn about their culture. The Japanese learned about the Chinese government, economy, arts and dress. The Japanese adopted only the elements of Chinese culture they liked. Japan became a stronger country because of China's influence.* A topic sentence expresses the main idea of a paragraph. It is written at the beginning of a paragraph. Topic sentences can be written as one of the four sentence functions: statement, question, exclamation or command. Topic sentences can also be written as one of the three sentence types: simple, compound or complex. A single paragraph can only include a maximum of one topic sentence. Therefore, a topic sentence indicates the start of a new paragraph. N.B. Unless it is the first paragraph in a series, students must skip two lines when starting a new paragraph and begin the topic sentence from the margin line.	Read the paragraph below and write an appropriate topic sentence. *The River Nile is approximately 4160 miles long. Although it is associated with Egypt, The River Nile actually passes through eleven countries including Ethiopia, Sudan, Tanzania and Egypt. The River Nile is the longest river in Africa and the world.* *The River Nile is a large river.*
7	Identify and write supporting detail that elaborates on topic sentences in expositional writing	*China had an impact on the development of Japan.* ***Prince Shotoku sent spies to China to learn about their culture. The Japanese learned about the Chinese government, economy, arts and dress. The Japanese adopted only the elements of Chinese culture they liked.*** *Japan became a stronger country because of China's influence.* Supporting detail is a series of sentences that relate to and elaborate on the topic sentence. Paragraphs can include multiple supporting details sentences. Each new supporting detail sentence is more specific than the previous sentence. N.B. When introducing this knowledge step, begin with two supporting detail sentences.	Read the topic sentence below and select the most appropriate supporting detail. *Ancient Greece did not exist as one single country.* Tick one. *Women in Athens had less rights than women in Sparta.* ☐ *It was made up of several city-states including Athens and Sparta.* ☑ *Ancient Greece was a country in Europe.* ☐

8	Identify and write concluding sentences that end paragraphs in expositional writing	*China had an impact on the development of Japan. Prince Shotoku sent spies to China to learn about their culture. The Japanese learned about the Chinese government, economy, arts and dress. The Japanese adopted only the elements of Chinese culture they liked.* ***Japan became a stronger country because of China's influence.*** A concluding sentence summarises the paragraph. It expresses the main idea of the paragraph and could serve as the topic sentence. A concluding sentence is written at the end of the paragraph. A single paragraph can only include a maximum of one concluding sentence.	Read the paragraph below and write an appropriate concluding sentence. *Mobile phones keep children safe when they travel home alone. What if there are delays to public transport? Children are able to contact a parent or carer to let them know they will be late. If parents or carers do not answer the call, smart phones can provide children with alternative routes home.* *Mobile phones are an important way to keep children safe.*

Writing Outcome B

A balanced argument that includes one paragraph 'for' and one paragraph 'against'. Each expositional paragraph must be comprised of:

1. a topic sentence
2. a minimum of two supporting details sentences
3. a concluding sentence

Purpose	Narrative Perspective	Tense
To Discuss	3rd Person	Past

SPO – For

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO – Against

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

9 Identify and write the subordinating conjunctions 'since', 'after/before' and 'even though'

*The girl passed the test **since** she studied hard.*

*The girl passed the test **after** her brother sat at home.*

*The girl passed the test **even though** she barely studied.*

Cause and Effect	Time	Comparison	Condition
since	after/before	even though	

Conjunctions are connecting words that link different parts of sentences.

Subordinating conjunctions that indicate cause and effect, such as 'since', establish one event or action as the direct result of another.

Subordinating conjunctions that indicate time, such as 'after/before', establish the order of events or actions. 'After/before' is used to show that the action of the main clause occurred first/second in a series of actions.

Subordinating conjunctions that indicate a comparison, such as 'even though', establish that an event or action occurred in spite of something else.

N.B. 'After/before' can function as prepositions as well as subordinating conjunctions.

Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition
He joined the school <u>after</u> the summer holidays.		✓
He joined the sports club <u>after</u> he practised his skills.	✓	

Match each subordinating conjunction to one sentence opposite.

	Conjunction	Sentence
a)	*even though*	*She went to bed early _____ she was very tired.*
b)	*after*	*She went to be early _____ she wasn't tired.*
c)	*since*	*She went to be early _____ she'd finished a long day.*

10	Identify and write complex sentences that open with a main clause followed by a subordinate clause (‘since’, ‘after/before’ and ‘even though’)	*The girl passed the test **since she studied hard**.* *The girl passed the test **after her brother sat at home**.* *The girl passed the test **even though she barely studied**.* A subordinating conjunction always begins a subordinate clause. If a main clause precedes a subordinate clause, a comma is <u>not</u> required before the subordinating conjunction. N.B. Co-ordinating conjunctions are not part of the main clauses they join; whereas, subordinating conjunctions are part of subordinate clauses. Any sentence that includes a subordinate clause is a complex sentence.	Use the picture to complete the complex sentence with one of the following conjunctions: *since* *after* *even though* *The man was lost* _____ *The man was lost even though he’d read the map.*
11	Identify and write complex sentences that open with a subordinate clause followed by a main clause (‘since’, ‘after/before’ and ‘even though’)	***Since she studied hard,** the girl passed the test.* ***After her brother sat at home,** the girl passed the test.* ***Even though she barely studied,** the girl passed the test.* A subordinating conjunction always begins a subordinate clause. If a subordinate clause precedes a main clause, a comma is required to separate the subordinate clause from the main clause.	Rewrite this sentence starting with the subordinate clause. *The girl packed her shiny, purple raincoat since it was raining heavily.* *Since it was raining heavily, the girl packed her shiny, purple raincoat.*

Writing Outcome C

Three expositional paragraphs taken from a non-chronological report. Each paragraph must include at least one complex sentence and be comprised of:

1. a topic sentence
2. a minimum of two supporting detail sentences
3. a concluding sentence

Purpose	Narrative Perspective	Tense
To Inform	3rd Person	Past

SPO 1

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO 2

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

SPO 3

Topic Sentence: _____

1. _____
2. _____

Concluding Sentence: _____

12	Convert spoken word into direct speech (question and exclamation) starting with a reporting clause	***The teacher asked, " Was the boy tall? "*** *Reporting Clause* *Direct Speech* ***The teacher exclaimed, " What a tall boy he was! "*** Inverted commas are written in pairs, and they surround spoken words. Inverted commas cannot be closed without a punctuation mark. Reporting clauses indicates who has spoken (subject) and how they have uttered the speech (verb). When the reporting clause precedes direct speech: • reporting clauses begin with a capital letter • commas separate reporting clauses from direct speech • verbs in the reporting clause must match the punctuation used to end the direct speech. For example, the verb 'asked' matches the question mark in the sentence: Danny asked, " Where are my trainers? " • subject always precede verbs in the reporting clause. For example, 'Harry whispered'. • questions written as direct speech begin with a capital letter and end with a question mark before the closing inverted comma • exclamations written as direct speech begin with a capital letter and end with an exclamation mark before the closing inverted comma N.B. Use a range of synonyms for 'asked' in example sentences. For example, 'questioned' and 'queried'.	Rewrite the picture as direct speech starting with a reporting clause. *The bird asked, " Are you scared of heights? "*

13	Convert spoken word into direct speech (statement) starting with a reporting clause	***The teacher said, " The boy was tall. "*** *Reporting Clause* *Direct Speech* When the reporting clause precedes direct speech: • statements written as direct speech begin with capital letters and end with a full stop before the closing inverted comma • multiple statements or statements written in combination with questions and/or exclamations only require one pair of inverted commas. For example, Danny asked, " Where are my trainers? I need them now. " N.B. Reporting clauses can be embedded in direct speech. This will be covered in Year 5.	Rewrite the picture as direct speech starting with a reporting clause. *The dog said, " I've found holes everywhere. "*

14 Identify and write appropriate verbs in reporting clauses for characterisation

*The teacher **commanded**, " Stand up now. "*

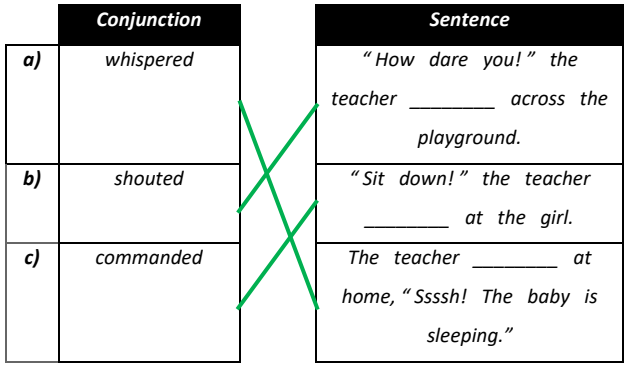
'Said' is the most common verb used in reporting clauses to indicate speech has been uttered by a speaker. There are numerous other verbs that can be used in place of 'said' where appropriate. These are not synonyms for said as each word conveys a unique meaning.

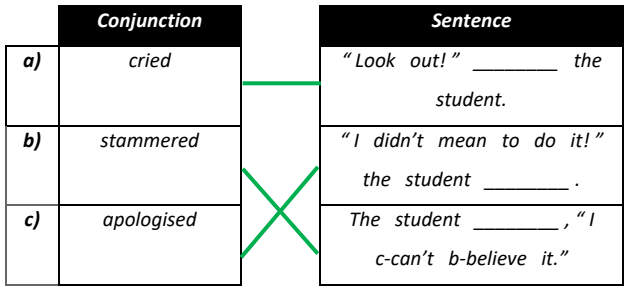
Many other commonly used reporting clause verbs match a range of features found in direct speech.

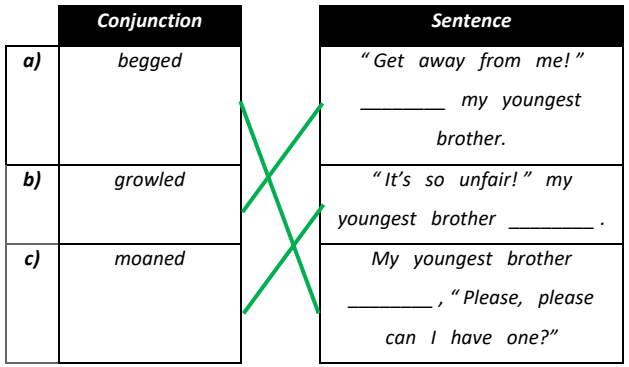
Verbs in Reporting Clauses	Features of Direct Speech
whispered	low volume
shouted	high volume
commanded	an imperative verb in the main clause
cried	words projected in an excited or anguished tone of voice
stammered	hyphens to join repeated letters to root words
apologised	expressing regret
begged	repeated words to indicate a question or request has been uttered earnestly
growled	expressing hostility and/or anger
moaned	a complaint

N.B. The above list of verbs is not exhaustive. The list represents the most commonly used verbs that can be written in place of 'said' where appropriate.

Match each verb to one sentence opposite.

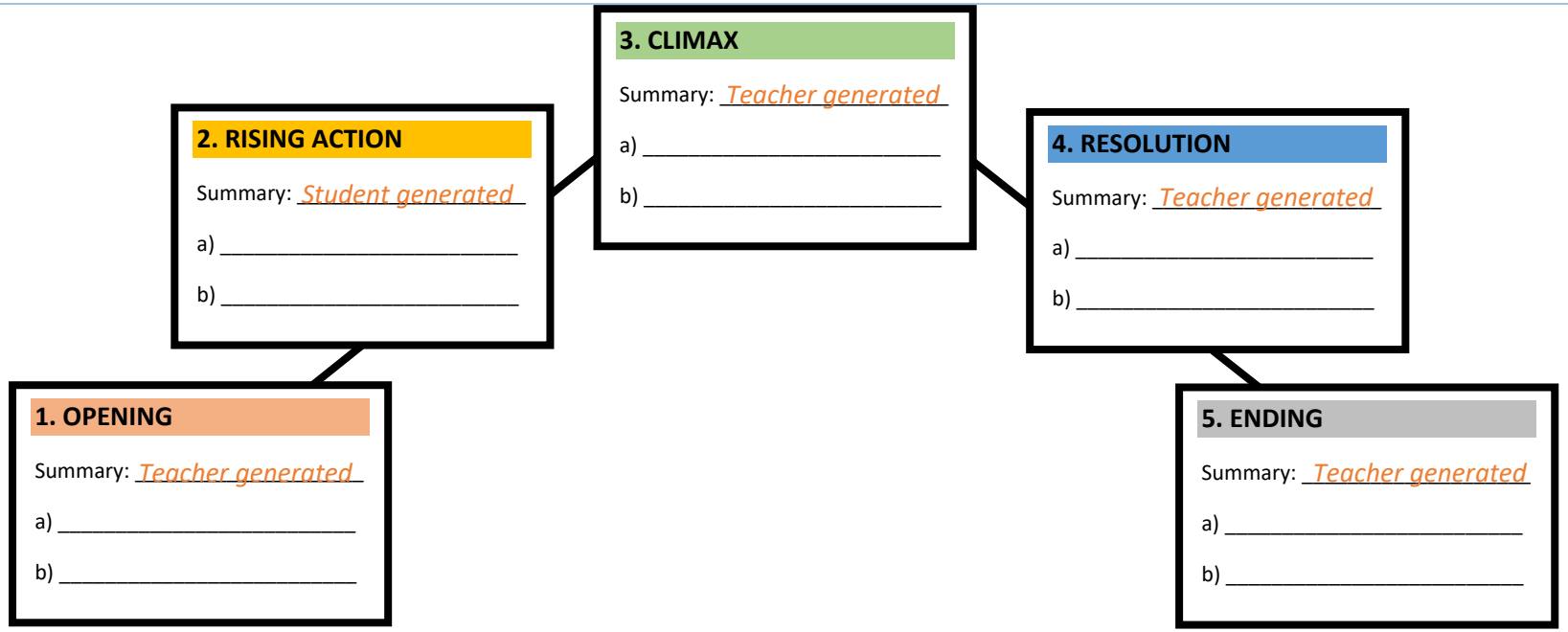






15	Identify and write new paragraphs for new speakers	*The teacher asked, " Was the boy tall? "* ***" Yes sir! I'm pretty sure it was a Year 6 student, " replied Danny.*** ***" Thank you, Danny. "*** ***" No problem sir! "*** Reported clauses are always included when introducing new speakers. In a written conversation between two speakers, subsequent lines of dialogue do not require reporting clauses to indicate who is speaking. Where reported clauses are used in dialogues, verbs such as 'replied', 'responded' and 'answered' can be used in place of 'said' where appropriate. N.B. When introducing this knowledge step, mandate that students write with two characters of different genders. This is to avoid confusion over who is speaking when the same subject pronouns are used in the reporting clauses across two different speakers. N.B. Students must skip two lines when starting a new paragraph and begin the new speaker's reporting clause or direct speech from the margin line. Additional reasons for beginning new paragraphs in narrative writing will be covered in Year 5.	Rewrite the picture as direct speech. *The horse asked, " What do you want? "* *" Can I ride on your back please? Then you can ride my back later, " replied the dog.*
Writing Outcome D	A narrative extract dialogue between two characters. The dialogue must form the rising action and be comprised of: 1. Character A saying three pieces of speech (a minimum of one question asked) 2. Character B saying three pieces of speech (a minimum of one alternative to 'said' used for characterisation)		

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Past



RISING ACTION

Character A: _____

Character B: _____

Character A: _____

Character B: _____

Character A: _____

Character B: _____

<table>
<tr>
<td>16</td>
<td>Identify and write the subordinating conjunctions ‘as’, ‘while’ and ‘if’</td>
<td>
The girl passed the test as she studied hard.

The girl passed the test while her brother sat at home.

The girl will pass the test if she studies hard.

<table>
<tr><th>Cause and Effect</th><th>Time</th><th>Comparison</th><th>Condition</th></tr>
<tr><td>as</td><td>while</td><td></td><td>if</td></tr>
</table>

Conjunctions are connecting words that link different parts of sentences.

Subordinating conjunctions that indicate cause and effect, such as ‘as’, establish one event or action as the direct result of another.

Subordinating conjunctions that indicate time, such as ‘while’, establish the order of events or actions. ‘While’ is used to show two events or actions occurring at the same time.

Subordinating conjunctions that indicate a condition, such as ‘if’, establish that an event or action is required for another to occur. ‘If’ refers to a hypothetical situation.
</td>
<td>
Match each subordinating conjunction to one sentence opposite.

<table>
<tr><th></th><th>Conjunction</th><th>Sentence</th></tr>
<tr><td>a)</td><td>as</td><td>The girl passed the test _____ she studied hard.</td></tr>
<tr><td>b)</td><td>while</td><td>The girl will pass the test _____ she studies hard.</td></tr>
<tr><td>c)</td><td>if</td><td>The girl passed the test _____ her brother sat at home.</td></tr>
</table>
</td>
</tr>
<tr>
<td>17</td>
<td>Identify and write complex sentences that open with a main clause followed by a subordinate clause (‘as’, ‘while’ and ‘if’)</td>
<td>
The girl passed the test as she studied hard.

The girl passed the test while her brother sat at home.

The girl will pass the test if she studies hard.

A subordinating conjunction always begins a subordinate clause. If a main clause precedes a subordinate clause, a comma is <u>not</u> required before the subordinating conjunction.

N.B. Co-ordinating conjunctions are not part of the main clauses they join; whereas, subordinating conjunctions are part of subordinate clauses. Any sentence that includes a subordinate clause is a complex sentence.
</td>
<td>
Use the picture to complete the complex sentence with one of the following conjunctions:

as while if

The children played together on the floor ____ _____

The children played together while their parents sat on the sofa.
</td>
</tr>
</table>

<table>
<tr>
<td>18</td>
<td>Identify and write complex sentences that open with a subordinate clause followed by a main clause (‘as’, ‘while’ and ‘if’)</td>
<td>As she studied hard, the girl passed the test.

While her brother sat at home, the girl passed the test.

If she studies hard, the girl will pass the test.

A subordinating conjunction always begins a subordinate clause. If a subordinate clause precedes a main clause, a comma is required to separate the subordinate clause from the main clause.</td>
<td>Rewrite this sentence starting with the main clause.

The project was successful as you all worked incredibly hard.

As you all worked incredibly hard, the project was successful.</td>
</tr>
<tr>
<td colspan="2">Writing Outcome E</td>
<td colspan="2">A set of instructions including:
1. a topic sentence comprised of one complex sentence
2. a minimum of six numbered command sentences each written on a new line
3. a minimum of three command sentences written as complex sentences

<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
<tr><td>To Inform</td><td>2nd Person</td><td>Present</td></tr>
</table>

SPO

Topic Sentence: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____</td>
</tr>
</table>

<table>
<tr><td>19</td><td>Identify and write sentences that open with present or past participles</td><td>Crying, the boy asked for his mother.

A participle is a verb form that can be used as an adjective. Present participles end in ‘–ing’ and past participles usually end in ‘–ed’, ‘–d’, ‘–t’, ‘–en’ or ‘–n’. Participles modify the simple/compound subject in the main clause of the sentence. A comma is used to separate the participle from the main clause.</td><td>Rewrite this sentence starting with the present participle.

The smiling girl winked at my sister.

Smiling, the girl winked at my sister.</td></tr>
<tr><td>20</td><td>Identify and write sentences that open with present or past participle phrases</td><td>Crying into his hands, the boy asked for his mother.

A participle phrase includes a present or past participle. Participle phrases always function as adjectives that modify the simple/compound subject in the main clause of the sentence. A comma is used to separate the participle phrase from the main clause.

N.B. Present participle phrases are easily confused with gerunds because they both open with an ‘–ing’ word. The difference is the function that they provide in a sentence. A gerund phrase will always behave as a noun while a present participle phrase will act as an adjective. For example, in the sentence: ‘Blowing bubbles on a windy day is a fun activity for children.’ ‘blowing bubbles on a windy day’ is the subject of the verb is. Therefore, this sentence opens with a gerund phrase.</td><td>Use the picture to rewrite the sentence below so that it begins with a participle phrase opener.

The girl won the race.

Sprinting over the finish line, the girl won the race.</td></tr>
<tr><td colspan="2">Writing Outcome F</td><td colspan="2">One paragraph character description based on a picture prompt. The character description must be comprised of:
a minimum of seven sentences (simple, compound and complex)
a minimum of one sentence that opens with a present or past participle
a minimum of two sentences that open with present or past participle phrases
<table><tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr><tr><td>To Entertain</td><td>3rd Person</td><td>Past</td></tr></table></td></tr>
</table>