

Year 4 RECOVERY MILESTONES

Add Y3 TAF assessment skills to the milestone or merge into provision e.g. grammar warm ups/spelling/phonics/reading/editing

GUIDING PRINCIPLES:

'Focus Skills' are sentence level skills followed by language skills for purpose and audience (using the correct language for a newspaper for example)

Skills that require children to 'use a range' are extensions that build expertise so can be taught after the KPI has been secured.

Specific word level skills e.g. modal verbs can be taught through modelling and games.

Term 2		1	2	3	4	5	6
1	Use a mixture of simple and compound sentences e.g. across a piece of writing						
2	Start to write complex sentences by using a range of conjunctions and some correct use of commas for clauses e.g. forming subordinate clauses by using conjunctions such as: as, after, when, because - often after a main clause - I was really cold because I had forgotten my winter coat. May not always be accurate						
3	Use noun phrases expanded with prepositional phrases e.g. the terrified young boy jumped <u>into</u> the dark hole.						
4	Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause						
5	Use inverted commas and the supporting punctuation mostly accurately e.g. "That's too short!" demanded Jack crossly.						
Term 4							
6	Use fronted adverbial phrases with supporting commas mostly accurately e.g. Later that afternoon, /Shouting loudly, /Walking into the room,						
7	Use noun phrases expanded by adding modifiers e.g. the empty classroom <u>very</u> quiet. The bizarre smell from the cloakroom was <u>rather</u> nasty.						
8	Use simple, compound and complex sentences many of the complex sentences punctuated correctly with a comma. e.g. there is evidence of all three <u>within single pieces</u> of writing and across the portfolio						
9	Use past tense, present tense, progressive and perfect forms accurately throughout a piece of writing e.g. <u>progressive form</u> = walking/talking/running – I was running/ the police are waiting for... <u>perfect form</u> = has been/have been/had been						
10	Use paragraphs to group related ideas in fiction and non-fiction writing						
Term 6							
11	Use cohesive devices: paragraphing, nouns and pronoun chains*, adverbial phrases, prepositional phrases e.g. noun/pronoun chains = * <u>Leon</u> went inside. <u>He</u> looked around. The <u>frightened youngster</u> was amazed. Tense accuracy.						
12	Describe characters and setting by using expanded noun phrases, figurative language, prepositional phrases, adverbial phrases, dialogue, standard and non-standard English						
13	Use organisational features for fiction and non-fiction genres e.g. opening/build up/dilemma/resolution/end, headings/subheadings/paragraphing/genre specific cohesive devices/range of accurate verb forms (IAF link)						
14	Use a range of narrative and non-fiction language features e.g. figurative language/adverbial phrases/power of 3/imperative verbs/tense accuracy/standard and non-standard English						
15	Can spell most of the year 3/4 words accurately e.g. by using dictionaries/word banks/editing/proof reading						

Skills removed from milestones can be merged into other parts of the English provision

Greater Depth Booster Skills	Spelling Skill
Use a wide range of conjunctions/connectives to <u>extend</u> the range of complex sentences e.g. <u>if/although/whilst/however/as well as/after/as</u>	Use apostrophes to indicate plural possession e.g. <u>the children's shoes/all the boys' football kit</u>