

English Overview & Progression – Year 4

| Year group & Stage of Learning | Text Coverage | Writing Genres & Coverage | Spelling Grammar & Punctuation Coverage |
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| Year 4 20%-40% <i>5i</i> (Autumn) | Wings 3 Phase 3 | | |
| | Text: Dear Greenpeace – Fiction (1 week) Link/s: Science/Geography Reading Focus: To identify the purpose of a letter. | Writing Focus: <ul style="list-style-type: none"> To write a letter about an issue about which you feel strongly. To understand the conventions of letter-writing. | Grammar and Punctuation <ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate speech e.g. The conductor shouted, “Sit down!” Apostrophes to mark plural possession e.g. The girl’s names or the girls’ names. Use of commas after fronted adverbial. e.g. Gently, I clean my teeth. Know and use the Grammatical difference between plural and possessive –s Know and use Standard English forms for verb inflections Using fronted adverbials Use of noun phrases, expanded by the addition of modifying adjectives, nouns and preposition phrases. Use paragraphs to organise ideas around a theme Appropriate uses of pronoun, noun within and across sentences. |
| | Text: The Search for Tutankhamen – Non-Fiction (1 week) Link/s: History Reading Focus: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. | Writing Focus: <ul style="list-style-type: none"> Produce texts which are appropriate to task, reader and purpose. Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences. | |
| | Text: Cliffhanger – Fiction (2 weeks) Link/s: Physical Education Reading Focus: Examine the presentation of a character: creating tension. | Writing Focus: <ul style="list-style-type: none"> To write a new story about Tim. The role of powerful adjectives in creating mind movies. | |
| | Text: George’s Marvellous Medicine – Fiction (3 weeks) Link/s: RRS Reading Focus: Prediction/explore authorial style/story structure | Writing Focus: <ul style="list-style-type: none"> To write different parts of the story/ an evaluation of Dahl. To use the suffix -ly with verbs and understand implications. | |
| | Text: Flat Stanley - Fiction (2 weeks) Link/s: Reading Focus: Summarise text/cause and effect | Writing Focus: <ul style="list-style-type: none"> Write a Retell/To write a story about a different problem. To understand how to punctuate direct speech. | |
| | Text: How a Book is Made – Non-Fiction (1 week) Link/s: N/A Reading Focus: To explore the language and layout of letters with different purposes. | Writing Focus: <ul style="list-style-type: none"> To write a letter to an author sharing their thoughts about one of the books they have read. To vary sentences for clarity, purpose and effect. | |
| | | Spelling | |

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| | Text: Understanding TV – Non-Fiction (2 weeks) Link/s: N/A Reading Focus: To understand of how the target audience affects the selection of language and the tone. | Writing Focus: <ul style="list-style-type: none"> To create an autocue script for a television show. Compose sentences using adjectives, verbs and nouns for precision, clarity and impact. | <ul style="list-style-type: none"> ous e.g. poisonous , tremendous, serious. -tion, -sion, -ssion, -cian e.g. invention,, expression, expansion, electrician. Words with the /k/ sound spelt ch e.g. scheme, chorus. Words ending with /g/ sound spelt –gue e.g. tongue. Words ending with the /k/ sound spelt –que e.g. unique. Words with /s/ sound spelt sc e.g. science, scene. Words with /ay/ sound spelt ei/ eigh / ey e.g. neighbour. Possessive apostrophe with plurals e.g. girls’ , boys’ , babies’. Homophones and near homophones e.g. knot/not – rain / rein / reign. |
| Year 4 21%-60% 5ii (Spring) | Wings 4 Phase 1 | | |
| | Text: The Wreck of the Zanzibar - Fiction (2 weeks) Link/s: History Reading Focus: Sequence of events/chronology/flashbacks. | Writing Focus: <ul style="list-style-type: none"> Drafting techniques/newspaper report. Use range of conjunctions/synonyms | |
| | Text: The Silver Swan – Fiction (1 week) Link/s: Science Reading Focus: To identify a story setting. | Writing Focus: <ul style="list-style-type: none"> To write about a special place you know. Improve cohesion within and between pieces of writing. | |
| | Text: Titanic and Other Lost Ships – Non-Fiction (1) Link/s: History Reading Focus: Deduce, infer or interpret information, events or ideas from texts. | Writing Focus: <ul style="list-style-type: none"> Construct paragraphs and use cohesion within and between paragraphs. Write with technical accuracy | |
| | Text: Under the Mood and Over the Sea – Poetry (1 week) Link/s: Culture Reading Focus: Identify and understand poetic devices. | Writing Focus: <ul style="list-style-type: none"> To write a poem in the style of one of the poems read. To use well-chosen adjectives when writing. | |
| Year 4 61%-80%+ 5iii (Summer) | Wings 4 Phase 1 | | |
| | Text: Caribbean Poetry – Poetry (1 week) Link/s: Culture Reading Focus: Caribbean poetry and how it is shaped by context of writers. | Writing Focus: <ul style="list-style-type: none"> To write a poem in the Caribbean style. Use adjectives to reflect intensity of an image in a poem. | |
| | Text: Have Your Say – Persuasive Text (1 week) Link/s: RRS Reading Focus: Identify features of persuasive and discursive texts. | Writing Focus: <ul style="list-style-type: none"> Write a persuasive letter/discursive text. Use connectives to structure a persuasive argument | |
| | Text: Room 13 - Fiction (4 weeks) Link/s: Safeguarding/~SKILLSFORLIFE Reading Focus: Features of horror/sci fi/adventure/fantasy/build tension. | Writing Focus: <ul style="list-style-type: none"> To write horror/sci fi/and fantasy stories using tension. Speech punctuation/adventurous vocab/ adjectives/ tension. | |
| | Text: The Amazing Story of Adolphus Tips – Fiction (3 weeks) Link/s: History | Writing Focus: <ul style="list-style-type: none"> To write a recount/diary entry/ and a letter. | |

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| | Reading Focus: Context/setting/emotions/learning from historical fiction. | <ul style="list-style-type: none"> Adventurous vocabulary/varied sentences/adverbs | |
| | Text: Spooky Poems – Poetry (1 week) Link/s: Culture Reading Focus: Identify mood of poem/poem with different time or culture. | Writing Focus: <ul style="list-style-type: none"> To write a spooky poem. To identify adverbs and their impact on mood and meaning. | |
| Overall Coverage | Reading Coverage Statements for the year | | Writing Coverage Statements for the year |
| | Reading Coverage <u>Pupils will be taught to:</u> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied | Writing Milestones <ul style="list-style-type: none"> Able to plan and write for different purposes and a range of audiences, using appropriate genre features. Organise writing into meaningful paragraphs accurately effectively using presentational devices. Use dialogue which begins to advance the action. Describe character, setting and plot with depth. Use a range of expanded noun phrases. Use a range of prepositional phrases. Use a range of adverbial phrases. Using KS2 punctuation accurately. Using determiners correctly. Use the past or present tense and the perfect form accurately as well as 1st/3rd person correctly. Use apostrophes for possession accurately (inc. irregular plurals). Spell all words from year 3-4 correctly. Writing is legible and joined. | |

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| | <ul style="list-style-type: none">- identifying main ideas drawn from more than one paragraph and summarising these- identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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. | |
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