

English Overview & Progression – Year 4

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p style="text-align: center;">Year 4 Wings 3 Phase 3</p>	<p>Text: Dear Greenpeace – Fiction (1 week) Link/s: Science/Geography Reading Focus: To identify the purpose of a letter.</p> <p>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.</p> <p>Text: Cliffhanger – Fiction (2 weeks) Link/s: Physical Education Reading Focus: Examine the presentation of a character: creating tension.</p> <p>Text: George’s Marvellous Medicine – Fiction (3 weeks) Link/s: RRS Reading Focus: Prediction/explore authorial style/story structure.</p> <p>Text: Flat Stanley - Fiction (2 weeks) Link/s: Reading Focus: Summarise text/cause and effect</p> <p>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.</p>	<p>Writing Focus:</p> <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. <p>Writing Focus:</p> <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. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a new story about Tim. The role of powerful adjectives in creating mind movies. <p>Writing Focus:</p> <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. <p>Writing Focus:</p> <ul style="list-style-type: none"> Write a Retell/To write a story about a different problem. To understand how to punctuate direct speech. <p>Writing Focus:</p> <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. 	<p><u>Grammar & Punctuation</u></p> <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. <p><u>Spelling</u></p> <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.

Coverage to support Planning process

	<p>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.</p>	<p>Writing Focus:</p> <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"> 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 Wings 4 Phase 1	<p>Text: The Wreck of the Zanzibar - Fiction (2 weeks) Link/s: History Reading Focus: Sequence of events/chronology/flashbacks.</p> <p>Text: The Silver Swan – Fiction (1 week) Link/s: Science Reading Focus: To identify a story setting.</p> <p>Text: Titanic and Other Lost Ships – Non-Fiction (1 week) Link/s: History Reading Focus: Deduce, infer or interpret information, events or ideas from texts.</p> <p>Text: Life in Space – Non-Fiction Link/s: Science/History Reading Focus: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</p> <p>Text: Under the Mood and Over the Sea – Poetry (1 week) Link/s: Culture Reading Focus: Identify and understand poetic devices.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> Drafting techniques/newspaper report. Use range of conjunctions/synonyms. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write about a special place you know. Improve cohesion within and between pieces of writing. <p>Writing Focus:</p> <ul style="list-style-type: none"> Construct paragraphs and use cohesion within and between paragraphs. Write with technical accuracy <p>Writing Focus:</p> <ul style="list-style-type: none"> To Write a diary entry describing a day in a space station. Organise and present whole texts effectively, sequencing and structuring information, ideas and events. <p>Writing Focus:</p> <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 Wings 4 Phase 2	<p>Text: Greatest Warriors: Knights – Non-Fiction (1 week) Link/s: History Reading Focus: To make inferences about the text.</p> <p>Text: Caribbean Poetry – Poetry (1 week) Link/s: Culture Reading Focus: Caribbean poetry and how it is shaped by context of writers.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> To write a letter asking for help. Write sentences written in the singular/plural. <p>Writing Focus:</p> <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. 	

Coverage to support Planning process

	<p>Text: Have Your Say – Persuasive Text (1 week) Link/s: RRS Reading Focus: Identify features of persuasive and discursive texts.</p> <p>Text: Room 13 - Fiction (4 weeks) Link/s: Safeguarding/~SKILLSFORLIFE Reading Focus: Features of horror/sci fi/adventure/fantasy/build tension.</p> <p>Text: The Amazing Story of Adolphus Tips – Fiction (3 weeks) Link/s: History Reading Focus: Context/setting/emotions/learning from historical fiction.</p> <p>Text: Spooky Poems – Poetry (1 week) Link/s: Culture Reading Focus: Identify mood of poem/poem with different time or culture.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Write a persuasive letter/discursive text. • Use connectives to structure a persuasive argument. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write horror/sci fi/and fantasy stories using tension. • Speech punctuation/adventurous vocab/ adjectives/ tension. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a recount/diary entry/ and a letter. • Adventurous vocabulary/varied sentences/adverbs. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a spooky poem. • To identify adverbs and their impact on mood and meaning. 	
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Coverage to support Planning process

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
Overall Coverage	<p><u>Reading Milestones</u></p> <p><u>Pupils will be taught to:</u></p> <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 - 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. 	<p><u>Writing Milestones</u></p> <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.