

Y4 English Progression

Term	Text	Writing Genres & Coverage	Equality, Diversity, Inclusion and Citizenship	Grammar and punctuation
Autumn 1	Getting Along Together (GAT) Learning to listen Concentrating Asking questions Seeing 2 sides to a story Stop and stay cool I message Solutions to conflict Footsteps to friendship	SAVVY READER Reading Skill: <ul style="list-style-type: none"> · apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet · use dictionaries to check the meaning of words that they read and check that the text makes sense to them discussing their understanding and explaining the meaning of words in context and ask questions · identify main ideas drawn from more than one paragraph and summarise these Comprehension Skills: <ul style="list-style-type: none"> · to clarify words, sentences and passages that are hard to understand using a range of strategies · to clarify words that are hard to understand · to clarify words and ideas in sentences, paragraphs and passages of text Language skill: <ul style="list-style-type: none"> · ask relevant questions to extend their knowledge and understanding · use relevant strategies to build their vocabulary · use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 		
	Fairy Tales Reading Skill: <ul style="list-style-type: none"> · To identify some of the common themes that occur in traditional stories and fairy tales · To develop an awareness of the style, voices and language of fairy tales Comprehension Skills: <ul style="list-style-type: none"> · increase their familiarity with a wide range of books, including fairy stories, retelling some of these orally · identify themes and conventions in a wide range of books Language skill: <ul style="list-style-type: none"> · listen and respond appropriately to adults and their peers · ask relevant questions to extend their understanding some knowledge 	Writing Focus: <ul style="list-style-type: none"> · to redraft a poorly written fairy tale by including all or most of the features of fairy tale language Writing Skills: <ul style="list-style-type: none"> · identify and discuss the purpose and audience of the writing · discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · use and understand grammatical terminology accurately and appropriately when discussing their writing and reading · propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences · develop characterisation using action, dialogue and description · improvise and compose dialogue between two characters 	The perspective of different Fairy Tale characters is explored with this text, to highlight the fact that even the 'evil' characters may have valid fears and concerns, even if they don't always act responsibly. To understand why somebody has acted as they have it is important to understand their motivation. Enabling children to learn about classic Fairy Tales that are known throughout the world is important for inclusion and for them to understand broader cultural references.	To understand an independent clause (PVGP) Identify nouns (common, proper, collective) (PVGP) Identify a verb (action and being verb) (PVGP) To understand the subject and verb of a single clause (PVGP) To build single clause sentences. (PVGP) To use capital letters and full stops accurately. (recap Year 1)

			<p>To use question marks and exclamation marks accurately (recap Year 1)</p> <p>Use paragraphs to organise writing and link using fronted adverbials</p> <p>Use inverted commas to punctuate direct speech (speech marks) in independent writing.</p>
<p>Cliffhanger</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · to examine how an author presents a character, through what he does and says and how other characters react to him · to understand how tension and excitement are created and maintained <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · draw inferences, such as inferring characters' feelings thoughts and motives from their actions, and justify inferences with evidence · participate in discussion about both books that are read to them <p>Language skill:</p> <ul style="list-style-type: none"> · articulate and justify answers, arguments and opinions · give well-structured descriptions, explanations and narratives for different purposes, including for expressing 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write the first chapter of a new story about Tim <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · in narratives, create settings, characters and plot · propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences · use and understand grammatical terminology accurately and appropriately when discussing their writing and reading 	<p>This text demonstrates how preconceived ideas can prevent us from participating in certain activities and that if we 'have a go' we can often find talents we hadn't realised we possessed and succeed where we feared to fail. It promotes ideas of resilience and changing self- image. It also shows the importance of viewing challenges differently and being innovative. The reading focus to examine a character in detail helps to develop understanding and empathy with others.</p>	<p>Create and use sentences with an adverb starter e.g. Cautiously, Lila approached the fire fiend.</p> <p>Use a comma after an adverb starter.</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p> <p>Identify, select and effectively use pronouns e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its)</p> <p>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p>
<p>Spooky Poems</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · To identify the mood of a poem · To recognise poems written in a different era or from a different culture <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · identify and discuss themes and conventions in and across a wide range of writing 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write a spooky poem <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · assess the effectiveness of their own and others' writing 	<p>The reading focus for these poems from different times and cultures is to identify mood, which complements the exploration of fear in Room 13. Both texts allow children to experience and discuss the thrill of fear in fiction, while also reflecting on how to manage real-life fears, whether rational or</p>	<p>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use a comma after the fronted adverbial.</p>

	<ul style="list-style-type: none"> · discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Language skill:</p> <ul style="list-style-type: none"> · consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> · use and understand grammatical terminology accurately and appropriately in discussing their writing and reading 	<p>irrational. These poems also highlight how poetry can express powerful emotions, such as fear, reinforcing its relevance and importance as a literary form in modern life.</p>	<p>Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas which follow adverbs</i>.</p>
	<p>Deadly Creatures</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · To collect information about features of different deadly creatures in order to compare and contrast them <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · retrieve and record information from non-fiction · identify how language, structure and presentation contribute to meaning <p>Language skill:</p> <ul style="list-style-type: none"> · use spoken language to develop understanding through speculating, hypothesising, imagining and explore ideas 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · To write a report about a deadly creature for a magazine article to compare and contrast two different deadly creatures <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · organise paragraphs around a theme · use and understand grammatical terminology accurately and appropriately when discussing their writing and reading 		<p>Create and use sentences with an adverb starter e.g. <i>Cautiously</i>, Lila approached the fire fiend.</p> <p>Use a comma after an adverb starter.</p> <p>Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</p>
<p>Autumn 2</p>	<p>The BFG: a set of plays</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · To know how play scripts differ from stories. <p>Language skill:</p> <ul style="list-style-type: none"> · participate in discussions, presentations, performances, role play, improvisations and debates 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to redraft story as a play script <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · assess the effectiveness of their own and others' writing and suggest improvements · use and understand grammatical terminology accurately and appropriately when discussing their reading and writing 	<p>Clear themes of inclusion and of not judging people by their appearance. Also, themes of working together to stand up against what is wrong and seeking help if needed. The writing task is to rewrite the story as a play script, which requires children to view the situation from the perspective of all those involved.</p>	<p>To identify and write dialogue without speech marks</p> <p>Identify, select and effectively use pronouns e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its)</p> <p>Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</p> <p>To identify verbs and nouns within sentences</p>

	<p>The Ghostly Guinea Pig Reading Skill: · To collect evidence to solve the mystery · To develop an inner voice by clarifying ideas and words</p> <p>Comprehension Skills: · ask questions to improve their understanding of a text · draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence · check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context · discuss words and phrases that capture the reader's attention</p> <p>Language skill: · consider and evaluate different viewpoints, attending to and building on the contributions of others relevant vocabulary</p>	<p>Writing Focus: · to write a newspaper report about the mystery</p> <p>Writing Skills: · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · use and understand grammatical terminology accurately and appropriately when discussing their reading and writing · use the present perfect form of verbs in contrast to the past tense</p>	<p>The girls solve the mystery by identifying evidence and then deducing what has happened. This provides an excellent model for discussing how children can try to understand things that are happening in their own lives. It is also the basis for scientific investigation/experimentation.</p>	<p>Explore, identify and use Standard English verb inflections in writing e.g. We were instead of we was. I was instead of I were</p> <p>Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when e.g. in newspapers: During the past few days,</p> <p>Create and use sentences with an adverb starter e.g. Cautiously, Lila approached the fire fiend. Use a comma after an adverb starter.</p> <p>To understand reported and direct speech and how it is punctuated</p>
	<p>Dear Greenpeace Reading Skill: · To identify the purpose of a letter</p> <p>Comprehension Skills: · identify how language, structure and presentation contribute to meaning</p> <p>Language skill: · consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Writing Focus: · to write a letter to the editor of a magazine explaining</p> <p>Writing Skills: · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences · use and understand grammatical terminology accurately and appropriately when discussing their writing and reading</p>	<p>The book not only introduces the reader to the organisation Greenpeace, with its mission of protecting the planet but also to the concept of appropriate habitats for specific animals and the specific needs of each species, in this case, whales. It promotes activism, persistence and resilience.</p>	<p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p> <p>Create and use sentences with an adverb starter e.g. Cautiously, Lila approached the fire fiend.</p> <p>Use a comma after an adverb starter.</p> <p>Identify, select and effectively use pronouns e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its)</p>

	<p>Flat Stanley Reading Skill: · evidence to summarise text · to understand cause and effect relationships in a story</p> <p>Comprehension Skills: · identify main ideas drawn from more than one paragraph and summarise these · draw inferences, such as inferring characters' feelings thoughts and motives from their actions, and justify inferences with</p> <p>Language skill: · give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings · articulate and justify answers, arguments and opinions</p>	<p>Writing Focus: · to retell part of the story from Arthur's point of view.</p> <p>Writing Skills: · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · in narratives, create settings, characters and plot · use and punctuate direct speech · use and understand grammatical terminology accurately and appropriately when discussing their writing and reading</p> <ul style="list-style-type: none"> ▪ developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ planning and writing an opening paragraph which combines the introduction of a setting and character/s. 	<p>There is a clear theme of inclusion and diversity, as Stanley doesn't let the fact that his body has been changed due to an accident stop him from living his life to the full. Instead, he finds novel ways of having fun that are not possible for those who have a 'normal' body.</p>	<p>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p> <p>Create and use sentences with an adverb starter e.g. Cautiously, Lila approached the fire fiend.</p> <p>Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type.</p> <p>Use a comma after an adverb starter.</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1</p>	<p>Getting Along Together (GAT) Learning to listen Concentrating Asking questions Seeing 2 sides to a story Stop and stay cool I message Solutions to conflict Footsteps to friendship</p>	<p>SAVVY READER</p> <p>Reading Skill: · apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet · use dictionaries to check the meaning of words that they read and check that the text makes sense to them discussing their understanding and explaining the meaning of words in context and ask questions · identify main ideas drawn from more than one paragraph and summarise these</p> <p>Comprehension Skills: · to clarify words, sentences and passages that are hard to understand using a range of strategies · to clarify words that are hard to understand · to clarify words and ideas in sentences, paragraphs and passages of text</p> <p>Language skill: · ask relevant questions to extend their knowledge and understanding · use relevant strategies to build their vocabulary · use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>		

<p>George's Marvellous Medicine</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · to develop an inner voice by practising on-going prediction · to explore authorial style by comparing different works by Roald Dahl · to explore how authors move stories on from the beginning to the middle and from the middle to the end <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · predict what might happen from details stated and implied · identify themes and conventions in a wide range of books · ask questions to improve their understanding of a text <p>Language skill:</p> <ul style="list-style-type: none"> · articulate and justify answers, arguments and opinions · ask relevant questions to extend their understanding and knowledge 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write the next part of a story based on their predictions <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · in narratives, create settings, characters and plot · organise paragraphs around a theme · use and understand grammatical terminology accurately and appropriately when discussing their writing and reading · use conjunctions, adverbs and prepositions to express time and cause · propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>As always Roald Dahl has made the evil character larger than life, which facilitates discussion about the rights of the child, and how her behaviour is unacceptable and illegal. Also, that unkind behaviour does not endear you to others. Her greed also led to her disappearance/ demise. It is important to discuss the real danger of trying to make any homemade medicine and that George's medicine would be poisonous. Real medicines are based on carefully formulated, scientifically validated recipes that are the same every time and cannot be made at home.</p>	<p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use a comma after the fronted adverbial.</p> <p>To understand an independent clause</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>Explore, identify, collect and use noun phrases</p> <p>Use paragraphs to organise writing and link using fronted adverbials</p>
<p>A Family Mystery</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · identify how language, structure and presentation contribute to meaning <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · to explore the language and layout of letters with different purposes · to know that the style of a letter reflects its purpose and audience <p>Language skill:</p> <ul style="list-style-type: none"> · ask relevant questions to extend their understanding and knowledge 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write a letter to an author reporting about the book <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>This unit introduces children to the idea that their family has a personal history which they can explore, and that this is of value in knowing who you are and where you come from. It may empower some children to believe that they can try to discover what happened in the past to relatives who lived in other countries.</p>	<p>Create complex sentences with adverb starters</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and effectively use pronouns e.g. <i>second person in persuasion (you, your, yours)</i></p> <p>Use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of</p>

				<i>I were, I did instead of I done. She saw it instead of she seen it.</i>
	<p>Have your Say</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · To identify the features of a discursive text <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · identify how language structures and presentation contribute to meaning and distinguish between fact and opinion <p>Language skill:</p> <ul style="list-style-type: none"> · consider and evaluate different viewpoints, articulate and justify answers 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write a discursive report <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · use a wide range of devices to build cohesion across the paragraphs · propose changes to vocabulary, grammar and punctuation · recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms · link ideas across paragraphs using a wider range of cohesive devices 	<p>The book encourages children to express their thoughts and recognise that others may have different opinions shaped by their own experiences and backgrounds. This promotes a respectful understanding of diversity, not just in culture, but in ideas, values, and perspectives. The inclusive illustrations reflect children from different ethnic backgrounds, reinforcing the idea that everyone's voice matters. It supports a classroom culture where listening, empathy, and open-mindedness are celebrated.</p>	<p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p> <p>Create and use sentences with an adverb starter e.g. Cautiously, Lila approached the fire fiend.</p> <p>Use a comma after an adverb starter.</p> <p>Identify, select and effectively use pronouns e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its)</p> <p>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p>
	<p>Science Fascinating Facts</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · read books that are structured in different ways and read for a range of purposes · draw inferences and justify inferences with evidence · retrieve and record information from non-fiction <p>Comprehension Skills:</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> · To produce an advertising brochure to raise awareness of climate change <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats 	<p>By explaining how weather systems form; children can understand that the world around them can be explained to some degree by science. However, the fact that weather can still not be forecast far into the future or with</p>	<p>Use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</p>

	<ul style="list-style-type: none"> · To identify the cause-and-effect relationships in a non-fiction text · To infer a cause-and-effect relationship when it is not explicitly stated · To clarify words that are hard to understand <p>Language skill:</p> <ul style="list-style-type: none"> · use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<ul style="list-style-type: none"> · discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · organise paragraphs around a theme · assess the effectiveness of their own and others' writing and suggest improvements · use conjunctions to express time and cause 	<p>total accuracy will facilitate discussion about the value of science and the way that science operates by seeking evidence to explain the universe. There is much that is known but so much that science hasn't yet been able to explain, e.g. the mechanism of gravity is not understood well. This is extremely important when discussing issues such as the known and unknown facts.</p>	<p>Perform their own compositions by:</p> <p>Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use a comma after the fronted adverbial.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p>	<p>Life in Space</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · To interpret diagrams as part of understanding a non-fiction text <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · identify main ideas drawn from more than one paragraph and summarise these · identify how language, structure, and presentation contribute to meaning · retrieve and record information from non-fiction <p>Language skill:</p> <ul style="list-style-type: none"> · articulate and justify answers, arguments and opinions 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write instructions on how to cope in space. <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · organise paragraphs around a theme · use and understand grammatical terminology accurately and appropriately when discussing their writing and reading 		<p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use a comma after the fronted adverbial.</p> <p>To understand an independent clause</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>Explore, identify, collect and use noun phrases</p> <p>Use paragraphs to organise writing and link using fronted adverbials</p>

<p>Under the Moon and Over the Sea Reading Skill: · listen to and discuss a wide range of fiction, poetry, · prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action · recognise some different forms of poetry [for example, free verse, narrative poetry] Comprehension Skills: · to identify different poetic devices and appreciate how they enhance the poem Language skill: · participate in discussions, presentations, performances, role play, improvisations and debates · select and use appropriate registers for effective communication</p>	<p>Writing Focus: · to write a poem in the style of one of the poems read Writing Skills: · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · discuss and record ideas · assess the effectiveness of their own and others' writing and suggest improvements · use and understand grammatical terminology accurately and appropriately when discussing their writing and reading</p>	<p>These poems will enrich children's knowledge of literature and culture from the Caribbean, promoting equality, diversity and inclusion and widening their worldview and understanding of cultural references.</p>	<p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>To identify and use metaphors</p> <p>To identify and use personification</p>
<p>The Silver Swan Reading Skill: · identify how language, structure and presentation contribute to meaning · discuss words and phrases that capture the readers' interest and imagination Comprehension Skills: · to identify the story setting Language skill: · give well-structured descriptions, explanations and narratives for different purposes, including for expressing opinions</p>	<p>Writing Focus · to write about a special place that the children know Writing Skills: · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · create settings, characters and plot · organise paragraphs around a theme · extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>The theme of the book is isolation, loneliness and the harshness of nature - all of which are enhanced by the setting and illustrations. The boy can do nothing about his isolation, but he is resilient in making friends with the swan and continues his interest in the swans despite the tragedy, rejoicing in the return of the male the following year.</p>	<p>Create complex sentences with adverb starters</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and effectively use pronouns e.g. second person in persuasion (you, your, yours)</p> <p>Use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</p>

				<p>Use paragraphs to organise writing, beginning to reflect a change of speaker, location and time.</p>
Summer 1	<p>Getting Along Together (GAT) Learning to listen Concentrating Asking questions Seeing 2 sides to a story Stop and stay cool I message Solutions to conflict Footsteps to friendship</p>	<p>SAVVY READER Reading Skill: · apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet · use dictionaries to check the meaning of words that they read and check that the text makes sense to them discussing their understanding and explaining the meaning of words in context and ask questions · identify main ideas drawn from more than one paragraph and summarise these Comprehension Skills: · to clarify words, sentences and passages that are hard to understand using a range of strategies · to clarify words that are hard to understand · to clarify words and ideas in sentences, paragraphs and passages of text Language skill: · ask relevant questions to extend their knowledge and understanding · use relevant strategies to build their vocabulary · use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>		
	<p>Poems about the Sea Reading Skill: <input type="checkbox"/> To identify different poetic devices and appreciate how they enhance the poem Comprehension Skills: <input type="checkbox"/> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> prepare poems and play scripts to read aloud and to perform, showing <input type="checkbox"/> understanding through intonation, tone, volume and action <input type="checkbox"/> recognise some different forms of poetry</p>	<p>Writing Focus: · to write a poem in the style of one of the poems read Writing Skills: · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats <input type="checkbox"/> discuss and record ideas <input type="checkbox"/> assess the effectiveness of their own and others' writing and suggest improvements <input type="checkbox"/> use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.</p>		<p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p>

			<p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>To identify and use metaphors and similes</p> <p>To identify and use personification</p>
<p>Krindlekrax</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · to know that authors have various devices available to them to give the reader a different perspective on the story · to develop an inner voice by practising on-going prediction <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence · predict what might happen from details stated and implied <p>Language skill:</p> <ul style="list-style-type: none"> · speak audibly and fluently with an increasing command of Standard English 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write two recounts/diary based on the story events from the perspective of more than one character <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · 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 · use commas correctly, including after fronted adverbials · propose changes to grammar and vocabulary to improve consistency, Including the accurate use of apostrophes in sentences 	<p>Clear themes of diversity, inclusion and equality that what counts is not what you look like but your actions. Children study authorial devices for explaining perspectives and this enables them to understand each characters' view of the situation and perhaps identify alternative actions they could have taken</p>	<p>Use commas to mark clauses in complex sentences.</p> <p>Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.</p> <p>Create and use complex sentences with adverb starters in own writing, e.g. Patiently waiting by the harbour, the people gazed</p> <p>Create sentences with fronted adverbials for when and where e.g. Use commas after fronted adverbials.</p>
<p>50 Things You Should Know About Titanic</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · To make inferences about the text <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence · retrieve and record information from non-fiction <p>Language skill:</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write a newspaper report about the sinking of Titanic <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · organise paragraphs around a theme 	<p>Details of the conditions in which different classes of passengers travelled (e.g. Third-Class passengers, most of whom were poor migrants, were confined below behind locked gates with armed guards, and permitted on deck for only one hour a day) will facilitate discussion about equality, diversity and inclusion. Also,</p>	<p>Identify, select and effectively use pronouns e.g. first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide</p>

	<ul style="list-style-type: none"> · ask relevant questions to extend their understanding and knowledge · use relevant strategies to build their vocabulary 	<ul style="list-style-type: none"> · extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>the tragedy had a significant impact on maritime law and safety requirements, so lessons were learnt</p>	<p>announced, “Be back here at four o’ clock.”</p> <p>Explore, identify, collect and use noun phrases e.g. Mower watched the boat out in the ocean.</p>
	<p>The Wreck of the Zanzibar</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · identify how language, structure and presentation contribute to meaning · participate in discussion about both books that are read to them and those they can <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · to understand the sequence of events in a story including the use of flashback as a narrative device. · to identify chronology in the narrative by recognising how much time passes in the course of the story <p>Language skill:</p> <ul style="list-style-type: none"> · give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings · articulate and justify answers, arguments and opinions 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to use techniques to draft an effective description of a storm <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats <ul style="list-style-type: none"> · organise paragraphs around a theme · propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences · discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · use conjunctions, adverbs and prepositions to express time and cause 	<p>The text includes clear themes of bravery and resilient in the face of terrible hardship and helping others even when it is not at all easy. Also, equality, diversity and inclusion are highlighted through prejudice against Laura taking part in the rescue because she is a girl. Although her brother caused a great deal of anguish by leaving, his actions can also be viewed as kind, he is making his own way in the world and not using scare resources at home.</p>	<p>Use commas to mark clauses in complex sentences.</p> <p>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></p> <p>Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed</i></p> <p>Create sentences with fronted adverbials for when and where e.g. Use commas after fronted adverbials.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>The Amazing Story of Adolphus Tips</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · identify and discuss themes and conventions in and across a wide range of writing · draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · to explore the context and setting of the story · To make inferences about the characters’ feelings · To identify what we learn about the world from reading stories set in a different time/place <p>Language skill:</p> <ul style="list-style-type: none"> · use relevant strategies to build their vocabulary 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write a series of diary entries from the point of view of another character (not Lily) <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed · identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<p>This is a story of courage, friendship, and resilience. It explores themes of diversity and inclusion through Harry and Adie, two African American soldiers who show kindness to Lily and help find her cat, Tips. The reading task encourages students to reflect on what historical fiction can teach us about empathy and understanding.</p>	<p>Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></p>

<ul style="list-style-type: none"> · consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> · ensure the consistent and correct use of tense throughout a piece of writing, and use a wide range of devices to build cohesion within and across paragraphs · link across paragraphs using adverbials of time, place and number or tense choices/use a wider range of cohesive devices 		<p>Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed</i></p> <p>Create sentences with fronted adverbials for when and where e.g. Use commas after fronted adverbials.</p>
<p>Caribbean Poetry</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> · prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience · discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Comprehension Skills:</p> <ul style="list-style-type: none"> · to explore a range of Caribbean poetry and understand how it is shaped by the context of the writers <p>Language skill:</p> <ul style="list-style-type: none"> · participate in discussions, presentations, performances, role play, improvisations and debates 	<p>Writing Focus:</p> <ul style="list-style-type: none"> · to write a poem in the Caribbean style <p>Writing Skills:</p> <ul style="list-style-type: none"> · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · assess the effectiveness of their own and others' writing · use and understand grammatical terminology accurately and appropriately in discussing their writing and reading 	<p><i>These poems will enrich children's knowledge of literature and culture from the Caribbean, promoting equality, diversity and inclusion and widening their worldview. As always, the relevance of poetry in modern life is an important aspect.</i></p>	<p>Perform their own compositions by:</p> <p>Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>To identify and use metaphors and similes</p> <p>To identify and use personification</p>

	<p>Kids Fight Plastic Reading Skill: · identify how language, structure and presentation contribute to meaning · distinguish between statements of fact and opinion Comprehension Skills: · to identify the features of discursive text Language skill: · consider and evaluate different viewpoints, attending to and building on the contributions of others · articulate and justify answers, arguments and opinions</p>	<p>Writing Focus: · to write a discursive report Writing Skills: · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · use a wide range of devices to build cohesion within and across paragraphs · propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning · recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms · link ideas across paragraphs using a wider range of cohesive devices</p>	<p>The focus of this text is the importance of taking care of the planet and reducing our dependence on plastics. This promotes the concepts that it is important for each individual to take a stand and contribute to global challenges, and to value our amazing planet. Being a good citizen is part of being included in society, so these themes support inclusion.</p>	<p>Use commas to mark clauses in complex sentences.</p> <p>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></p> <p>Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed</i></p> <p>Create sentences with fronted adverbials for when and where e.g. Use commas after fronted adverbials.</p>
	<p>Great Warrior Knights · To make inferences about the text Comprehension Skills: · retrieve, record and present information from non-fiction <input type="checkbox"/> draw inferences, justifying these with evidence Language skill: · consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Writing Focus: · to write a letter to explain how great the warriors were Writing Skills: · identify purpose and audience and effect for writing · discuss and record ideas for planning using a range of formats · identify the audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own <input type="checkbox"/> ensure correct subject and verb agreement when using singular and plural <input type="checkbox"/> use and understand grammatical terminology accurately and appropriately in discussing writing</p>		<p>Use commas to mark clauses in complex sentences.</p> <p>Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed</i></p> <p>Create sentences with fronted adverbials for when and where e.g. Use commas after fronted adverbials.</p>

Reading Coverage Statements for the year	Writing Coverage Statements for the year
<ul style="list-style-type: none"> ■ Use knowledge of root words to understand meanings of words. ■ Use prefixes to understand meanings e.g. <i>sub-,inter-, anti-, -auto-</i>. ■ Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i>. 	<ul style="list-style-type: none"> ■ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ■ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i>

- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts.*
- Regularly listening to whole novels read aloud by the teacher.
- Analysing and evaluate texts looking at language, structure and presentation.
- Analysing different forms of poetry e.g. *haiku, limericks, kennings.*
- Reading books and texts for a range of purposes and responding in a variety of ways.
- Analysing and comparing a range of plot structures.
- Retelling a range of stories, including less familiar fairy stories, myths and legends.
- Identifying, analysing and discussing themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.*
- Identifying, discussing and collecting effective words and phrases which capture the reader’s interest and imagination e.g. *metaphors, similes.*
- Learning a range of poems by heart and rehearsing for performance.
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.

Discussing their understanding of the text

- Explaining the meaning of key vocabulary within the context of the text.
- Making predictions based on information stated and implied.
- Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Drawing inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identifying main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.*

Retrieve and record information from non-fiction.

- Analysing and evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*
- Scanning for dates, numbers and names.
- Explaining how paragraphs are used to order or build up ideas, and how they are linked.
- Navigating texts to locate and retrieve information in print and on screen.

Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.

- Create sentences with fronted **adverbials** for where e.g. *In the distance, a lone wolf howled.*
- Use commas to mark clauses in complex sentences.
- Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”*
- Identify, select and effectively use **pronouns**.
- Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*
- Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*. *I was* instead of *I were*, *I did* instead of *I done*. *She saw it* instead of *she seen it*.

Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.*

Plan their writing by:

- Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.
- Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.
- Discussing and recording ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.*

Draft and write by:

- Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
- Planning and writing an opening paragraph which combines the introduction of a setting and character/s.
- Organising paragraphs in narrative and non-fiction.
- Linking ideas within paragraphs e.g. *fronted adverbials for when and where.*
- Generating and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration* appropriate to text type.

Evaluate and edit by:

- Proofreading to check for errors in spelling, grammar and punctuation in own and others’ writing.
- Discussing and proposing changes with partners and in small groups.
- Improving writing in light of evaluation

Perform own compositions for different audiences

Use appropriate intonation, tone and volume to present their writing to a range of audiences

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Use the first three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

<ul style="list-style-type: none">▪ Develop, agree on and evaluate rules for effective discussion. <p>Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></p>	<ul style="list-style-type: none">▪ Learn to spell new words correctly and have plenty of practice in spelling them.▪ Understand how to place the apostrophe in words with irregular plurals (e.g. children's). Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology▪ Write with consistency in size and proportion of letters, e.g. <u>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.</u>
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