



St Charles'  
Catholic Primary School

# Year 4 English 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	7 weeks	5 weeks	5 weeks	7 weeks
Writing Core Text/s	Meet the Ancient Romans by James Davies (Non-fiction) 2 weeks  	The Lion, the Witch, and The Wardrobe by C.S. Lewis  	The Secret of Black Rock by Joe Todd Stanton  	Creeping Beauty by Joseph Coelho  	The Golden Horsemen of Baghdad by Saviour Pirotta  	Into the Volcano: The Science, Magic and Meaning of Volcanoes by Catherine Ard (Non-fiction)  
	Escape from Pompeii by Christina Balit 4 weeks  	Film/animation/personal experiences unit (Christmas link)	The Water Horse by Dick King-Smith  			
	Poetry - 1 week Talk through Poetry Children will be introduced to a variety of poems to help them enjoy the rhythm and language of poetry. They will talk about what they hear, explore the meaning of words and phrases, and begin to look closely at how poems are structured and features. Children will also have opportunities to perform poems aloud, helping them build confidence, expression, and understanding.		Poetry - 1 week Talk through Poetry			Poetry - 1 week Talk through Poetry
Reading Core Text/s	-Meet the...Ancient Romans -Escape from Pompeii	-The Lion, the Witch and the Wardrobe	-The Secret of Black Rock -The Water Horse	-Creeping Beauty	-The Golden Horsemen of Baghdad	-Into the Volcano
Reading for Pleasure texts	One million years of stupidity	Stitch Head	Snow Queen	Mr Gum and the Goblin King	Safiyah's War	Velveteen Rabbit



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<b>Enrichment</b>	Week 1 - writing from personal experience to create a baseline of writing. 2 <sup>nd</sup> October - National Poetry Day 6 <sup>th</sup> -12 <sup>th</sup> October - Libraries Week	Black History month - October (1 week writing unit) Non-Fiction November 10 <sup>th</sup> -14 <sup>th</sup> November - Anti-bullying week 11 <sup>th</sup> November - Remembrance Day 10 <sup>th</sup> -14 <sup>th</sup> November - Nursery Rhyme Week	2 <sup>nd</sup> -6 <sup>th</sup> February - National Storytelling Week 10 <sup>th</sup> February - Safer Internet Day 17 <sup>th</sup> February - Lunar/Chinese New Year 21 <sup>st</sup> February - Mother Language Day	5 <sup>th</sup> March - World Book Day 6 <sup>th</sup> -15 <sup>th</sup> March - British Science Week 8 <sup>th</sup> March - International Women's Day 21 <sup>st</sup> -27 <sup>th</sup> March - Shakespeare Week	22 <sup>nd</sup> April - Earth Day 11 <sup>th</sup> -17 <sup>th</sup> May - Mental Health Awareness Week	5 <sup>th</sup> June - World Environment Day 15 <sup>th</sup> -21 <sup>st</sup> June - Refugee Week	
<b>Subject links</b>	History - Life in Roman Britain		Geography - Coasts		History - Early Islamic Civilisation		Geography - Angry Earth
<b>Writing Outcomes</b>	<u>Writing to Inform:</u> Non-chronological report <u>Writing to Entertain:</u> Setting description <u>Writing to Inform:</u> Newspaper article <u>Writing to Entertain:</u> Poetry	<u>Writing to Inform:</u> Letter <u>Writing to Inform:</u> Recount (Diary) <u>Writing to Entertain:</u> Character description <u>Writing to Inform:</u> Setting description	<u>Writing to Entertain:</u> Story with a focus on suspense and setting <u>Writing to Persuade:</u> Discussion/speech <u>Writing to Entertain:</u> Poetry	<u>Writing to Entertain:</u> Fairy tale <u>Writing to Inform:</u> Letter	<u>Writing to Entertain:</u> Story <u>Writing to Inform:</u> Newspaper article	<u>Writing to Inform:</u> Explanation <u>Writing to Persuade:</u> Advertising <u>Writing to Entertain:</u> Poetry	
<b>Writing composition</b>	-To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere -To begin to read aloud their own writing, to a group of the whole class, using appropriate intonation and to control the tones and volume so that the meaning is clear		-To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story mountains, maps and 'boxing up' of texts -To write a range of narratives that are well-structured and well-paced -To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion		-To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)  <u>Ensure all writing composition objectives are secured</u>		
<b>Grammar and Punctuation</b>	<u>Review Yr3 Grammar</u> - To use 'a' or 'an' correctly throughout a piece of writing - To use subordinate clauses, extending the range of sentences with more than one clause by using a wider	<u>Review Yr3 Grammar</u> - To use a range of conjunctions, adverbs and prepositions to show time, place and cause. <u>Grammar</u> -To expand noun phrases with the addition of	<u>Grammar</u> -To always use Standard English verb inflections accurately, e.g. 'we were' -To use subordinate clauses, extending	<u>Grammar</u> -To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it	<u>Grammar</u> -To always maintain an accurate tense throughout a piece of writing	<u>Grammar</u>  <u>All grammar objectives to be secured.</u>	



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	range of conjunctions, including; when, if, because, and although - To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement	ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit	the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences			
	Grammar objectives will need to be revisited across the year to consolidate understanding and certain grammatical features will need to be covered during text types e.g. imperative verbs when writing instructions, so please be mindful of this.					
	<u>Review Yr3 Punctuation</u> -To punctuate direct speech accurately, including the use of inverted commas	<u>Punctuation</u> -To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas -To consistently use apostrophes for singular and plural possession		<u>Punctuation</u>  <b>Consolidate punctuation</b>		
<b>Sentence type</b>	-As sentences (subordinating conjunctions)	-Conjunction sentences (conjunctions never move) -Emotion sentences	-Cohesive devices - adverbs (adverbs can move within a sentence)	-Speech sentences -Figurative language sentences (simile, personification, metaphor and alliteration)	3-ed sentences	-Question sentences
<b>Vocabulary</b>	consonant, consonant letter, vowel, vowel letter preposition, conjunction - coordinating, subordinating, word family, prefix, direct speech, inverted commas (or speech marks), clause, subordinate clause	determiner, pronoun, possessive pronoun, adverbial			<b>Consolidate vocabulary</b>	
<b>Oracy</b>	<u>Sentence stems</u>					
	-An argument for/against is... -I understand your point of view however... -Most reasonable people would agree that...	-I understand, however... -You could improve this work by... -Due to...		-It appears to be... -It was successful because... -Subsequently...		-I understand that depending on... -Due to the fact that..
	<b>Physical</b>		<b>Linguistic</b>		<b>Cognitive</b>	
- Confidently summarise the contribution of one participant in a logical order	- <b>Pause at appropriate points to allow for an audience's reaction</b>	- Take on the summariser role in a trio discussion	- <b>Project voice to the back of the hall and maintain that without</b>	- Project voice to the back of the hall and maintain that without	- Write own short contribution to be	



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			- Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	shouting. e.g. during the play performance	shouting. e.g. during the play performance. - Deliver a short teaching session to a small group of younger children.	delivered during an assembly.
Handwriting and Presentation	<u>Review</u> -To check and secure children's accuracy of letter formation and joins -Sensitively support pencil grip to ensure children can write effectively and at length -To always start at the margin and leave a line between paragraphs		-To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		-To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency	
TAF statements	<u>Year 4 Working towards (W)</u> -Write for a range of purposes and audiences -Begins to organise writing in paragraphs with clear themes -Write in a well-structured form that is appropriate for the genre -Demarcate some sentences in their writing with capital letters and full stops, and use question marks correctly when required -Write in a well-structured form that is appropriate for the genre -Use the correct tense mostly correctly throughout a piece of writing	<u>Year 4 Working towards (W)</u> -Begin to write a narrative with clear structure: plot, characters and settings and Non-narrative using simple organisational structure: e.g. Heading, sub-headings, paragraphs -Compose sentences including some fronted adverbials and noun phrases to convey character and plot -Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses -Use some expanded noun phrases with modifying adjectives and prepositional phrases -Demarcate most sentences in their writing with capital letters and	<u>Year 4 Working towards (W+)</u> -Compose sentences including some fronted adverbials and noun phrases to convey character and plot -Begin to integrate dialogue in appropriate genres -Proof-read for spelling and punctuation errors -Extend the range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions -Correct use of CL and FS including proper nouns, exclamation marks.	<u>Year 4 Working towards (W+)</u> -Use some expanded noun phrases with modifying adjectives and prepositional phrases -Use appropriate nouns or pronouns within and across sentences to avoid repetition -Mostly organise writing in paragraphs with clear themes, using some cohesive devices to link them together -Use of a range of punctuation across a range of genres: - commas after reporting clause/fronted adverbials/to clarify meaning	<u>Year 4 Working towards (W+) (E) once complete</u> -Write effectively for a range of purposes and audience selecting, the appropriate form and drawing on what they have read at an age-appropriate level -Use some cohesive devices (conjunctions, adverbs and prepositions to express time and cause) -Ensure some correct subject and verb agreement when using singular and plural	<u>Year 4 Working towards (W+) (E) once complete</u>  <b>Time to secure TAF statements</b>



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	full stops, and use question marks, and begin to introduce: commas for lists, apostrophes - possession/contractions, inverted commas for speech	question marks & commas in a list	- apostrophes for contraction and possession - inverted commas to punctuate direct speech across a range of genres		
	<p>(W+) - Spell most identified commonly misspelt words from the Year 3 and 4 word list</p> <ul style="list-style-type: none"> <li>- Spell further homophones (e.g. he'll, heel, heal, witch and which)</li> <li>- Spell most words with spelling patterns from the LKS2 programme of study</li> <li>- Mostly uses neat and legible writing in a joined handwriting style ensuring appropriate spacing, clear ascenders and descenders</li> </ul>				
	<p><b>Greater Depth (G)</b></p> <ul style="list-style-type: none"> <li>- Write effectively for a range of purposes and audiences with a clear text structure and related sections</li> <li>- Uses rich and varied vocabulary and sometimes uses words effectively and deliberately to create a desired effect</li> <li>- Use a range of cohesive devices (e.g. coordination and subordination to link and expand ideas / appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition) to add impact and clarity</li> <li>- Use a range of taught punctuation precisely to add impact and clarity</li> <li>- Begin to assess the effectiveness of writing by: <ul style="list-style-type: none"> <li>- editing to improve vocabulary, grammar and punctuation</li> <li>- redrafting to improve the overall effect and clarify meaning</li> </ul> </li> </ul>				