

Year 4		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
		N	NF	N	PS	NF	NF	NF	N	N	N	NF	P	NF
		THE BFG	SHOULD WE FEED ANIMALS?	THE PRINCESS AND THE PEA	THE PLAGUE	HATSHEPSUT	SECRETS OF A SUN KING	GUT GARDEN	FEAST	THE WHALE	THE CREATURE	THE RIVER	ONCE UPON A RAINDROP	
WRITING COMPOSITION	Write sentences by saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	Write sentences by composing a sentence orally before writing it.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	Write sentences by sequencing sentences to form short narratives.	✓		✓					✓	✓		✓		
	Write sentences by re-reading what they have written to check that it makes sense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Discuss what they have written with the teacher or other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Covered via our choral speaking curriculum.												
WORD	The grammatical difference between plural and possessive -s						✓				✓	✓		
	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]		✓				✓	✓				✓	✓	
SENTENCE	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)		✓	✓	✓		✓		✓	✓	✓			
	Fronted adverbials [for example, Later that day, I heard the bad news.]	✓	✓	✓		✓	✓		✓	✓				
TEXT	Use of paragraphs to organise ideas around a theme		✓			✓	✓						✓	
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		✓	✓			✓			✓		✓		
PUNCTUATION	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	✓	✓	✓					✓	✓	✓			
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]						✓				✓	✓		
	Use of commas after fronted adverbials	✓	✓	✓			✓		✓	✓	✓			