



Coverage Chart - Year 4 Autumn Term



Fiction

Spoken Language – Coverage in Autumn Fiction plans: Year 4

Objective	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Fantasy – Unit 6	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Familiar Settings – Unit 1	Familiar Settings – Unit 2	Familiar Settings – Unit 3	Familiar Settings – Unit 4	Familiar Settings – Unit 5
Listen and respond appropriately to adults and their peers	Yellow						Yellow		Purple	Blue	Red					
Ask relevant questions to extend their understanding and knowledge				Blue								Yellow	Orange	Purple		
Use relevant strategies to build their vocabulary																
Articulate and justify answers, arguments and opinions	Yellow							Orange		Blue						
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings				Blue												
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow		Purple					Orange	Purple	Blue						Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple	Blue	Red	Green		Orange				Yellow		Purple	Blue	
Speak audibly and fluently with an increasing command of Standard English																
Participate in discussions, presentations, performances, role play, improvisations and debates	Yellow		Purple				Yellow			Blue	Red			Purple	Blue	Red
Gain, maintain and monitor the interest of the listener(s)							Yellow				Red					

Consider and evaluate different viewpoints, attending to and building on the contributions of others																		
Select and use appropriate registers for effective communication																		

Word Reading – Coverage in Autumn Fiction plans: Year 4

Objective	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Fantasy – Unit 6	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Familiar Settings – Unit 1	Familiar Settings – Unit 2	Familiar Settings – Unit 3	Familiar Settings – Unit 4	Familiar Settings – Unit 5	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet																	
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word																	

Reading: Comprehension – Coverage in Autumn Fiction plans: Year 4

Objective	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Fantasy – Unit 6	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Familiar Settings – Unit 1	Familiar Settings – Unit 2	Familiar Settings – Unit 3	Familiar Settings – Unit 4	Familiar Settings – Unit 5
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 	■						■					■				
<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 	■			■												
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 	■															
<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 				■			■									
<ul style="list-style-type: none"> identifying and discussing themes and conventions in a wide range of books 	■								■			■				
<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 																
<ul style="list-style-type: none"> discussing words and phrases that capture the reader’s interest and imagination 	■			■			■					■				
<ul style="list-style-type: none"> 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 exploring the meaning of words in context 	■						■		■					■		
<ul style="list-style-type: none"> asking questions to improve their understanding of a text 			■											■		
<ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 	■			■					■		■			■		
<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	■	■	■	■										■		
<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	■			■										■		
<ul style="list-style-type: none"> 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	Yellow							Yellow			Blue		Yellow			Purple			

Writing: Transcription – Coverage in Autumn Fiction plans: Year 4

Objective	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Fantasy – Unit 6	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Familiar Settings – Unit 1	Familiar Settings – Unit 2	Familiar Settings – Unit 3	Familiar Settings – Unit 4	Familiar Settings – Unit 5
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Spelling Pupils should be taught to:

• use further prefixes and suffixes and understand how to add them																	
• spell further homophones																	
• spell words that are often misspelt																	
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]																	
• use the first two or three letters of a word to check its spelling in a dictionary											Red						
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far																	

Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by:

• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined															Purple		
• increase the legibility, consistency and quality of their handwriting [for example, 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]											Red				Purple		

Writing: Composition – Coverage in Autumn Fiction plans: Year 4

Objective	Fantasy – Unit 1	Fantasy – Unit 2	Fantasy – Unit 3	Fantasy – Unit 4	Fantasy – Unit 5	Fantasy – Unit 6	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Familiar Settings – Unit 1	Familiar Settings – Unit 2	Familiar Settings – Unit 3	Familiar Settings – Unit 4	Familiar Settings – Unit 5
Pupils should be taught to plan their writing by:																
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 																
<ul style="list-style-type: none"> discussing and recording ideas 																
Pupils should be taught to draft and write by:																
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 																
<ul style="list-style-type: none"> organising paragraphs around a theme 																
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 																
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 																
Pupils should be taught to evaluate and edit by:																
<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements 																
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 																
<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 																

Coverage Chart – Year 4 Autumn Term Non-Fiction

Spoken Language – Coverage in Autumn Non-Fiction plans: Year 4

Objective	Biographies – Unit 1	Biographies – Unit 2	Biographies – Unit 3	Biographies – Unit 4	Biographies – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports: Amazing Architecture – Unit 1	Reports: Amazing Architecture – Unit 2	Reports: Amazing Architecture – Unit 3	Reports: Amazing Architecture – Unit 4	Reports: Amazing Architecture – Unit 5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates															

Gain, maintain and monitor the interest of the listener(s)																		
Consider and evaluate different viewpoints, attending to and building on the contributions of others																		
Select and use appropriate registers for effective communication																		

Word Reading – Coverage in Autumn Non-Fiction plans: Year 4

Objective	Biographies – Unit 1	Biographies – Unit 2	Biographies – Unit 3	Biographies – Unit 4	Biographies – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports: Amazing Architecture – Unit 1	Reports: Amazing Architecture – Unit 2	Reports: Amazing Architecture – Unit 3	Reports: Amazing Architecture – Unit 4	Reports: Amazing Architecture – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

Reading: Comprehension – Coverage in Autumn Non-Fiction plans: Year 4

Objective	Biographies – Unit 1	Biographies – Unit 2	Biographies – Unit 3	Biographies – Unit 4	Biographies – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports: Amazing Architecture – Unit 1	Reports: Amazing Architecture – Unit 2	Reports: Amazing Architecture – Unit 3	Reports: Amazing Architecture – Unit 4	Reports: Amazing Architecture – Unit 5
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 						Yellow		Purple			Yellow		Green		
<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 	Yellow	Orange	Purple	Blue	Red	Yellow		Purple							
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 											Yellow				
<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 															
<ul style="list-style-type: none"> identifying and discussing themes and conventions in a wide range of books 			Purple			Yellow		Purple							
<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 															
<ul style="list-style-type: none"> discussing words and phrases that capture the reader’s interest and imagination 															
<ul style="list-style-type: none"> 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 exploring the meaning of words in context 	Yellow		Purple								Yellow				
<ul style="list-style-type: none"> asking questions to improve their understanding of a text 	Yellow		Purple								Yellow				
<ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 	Yellow		Purple												
<ul style="list-style-type: none"> predicting what might happen from details stated and implied 															

Pupils should be taught to evaluate and edit by:														
• assessing the effectiveness of their own and others' writing and suggesting improvements														
• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences														
Proof-read for spelling and punctuation errors														
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														

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Non-Fiction plans: Year 4

Objective	Biographies – Unit 1	Biographies – Unit 2	Biographies – Unit 3	Biographies – Unit 4	Biographies – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports: Amazing Architecture – Unit 1	Reports: Amazing Architecture – Unit 2	Reports: Amazing Architecture – Unit 3	Reports: Amazing Architecture – Unit 4	Reports: Amazing Architecture – Unit 5
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Pupils should be taught develop their understanding of the concepts set out in Appendix 2 by:															
• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although															
• using the present perfect form of verbs in contrast to the past tense															
• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition															
• using conjunctions, adverbs and prepositions to express time and cause															
• using fronted adverbials															
• learning the grammar for years 3 and 4 in English Appendix 2															

Indicate grammatical and other features by:															
• using commas after fronted adverbials															

<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 															
<ul style="list-style-type: none"> using and punctuating direct speech 															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															

Coverage Chart – Year 4 Autumn Term Poetry

Spoken Language – Coverage in Autumn Poetry plans: Year 4

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poems on a Theme – Unit 6	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Poetic Language – Unit 5
Listen and respond appropriately to adults and their peers																
Ask relevant questions to extend their understanding and knowledge																
Use relevant strategies to build their vocabulary																
Articulate and justify answers, arguments and opinions																
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings																
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments																
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas																
Speak audibly and fluently with an increasing command of Standard English																
Participate in discussions, presentations, performances, role play, improvisations and debates																
Gain, maintain and monitor the interest of the listener(s)																
Consider and evaluate different viewpoints, attending to and building on the contributions of others																
Select and use appropriate registers for effective communication																

Word Reading – Coverage in Autumn Poetry plans: Year 4

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poems on a Theme – Unit 6	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Poetic Language – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet																
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word																

Reading: Comprehension – Coverage in Autumn Poetry plans: Year 4

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poems on a Theme – Unit 6	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Poetic Language – Unit 5
Develop positive attitudes to reading and understanding of what they read by:																
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow				Red		Yellow	Orange	Purple			Cyan		Green	Red	Blue
• 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	Yellow				Red											
• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally																
• identifying and discussing themes and conventions in a wide range of books							Yellow									
• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action						Green			Purple							
• discussing words and phrases that capture the reader’s interest and imagination	Yellow		Purple		Red						Red	Cyan		Green		
• recognising some different forms of poetry [for example, free verse, narrative poetry]	Yellow		Purple				Yellow		Purple		Red					
Understand what they read, in books they can read independently, by:																
• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context								Orange			Red			Green		
• asking questions to improve their understanding of a text							Yellow		Purple							
• 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								Orange								
• identifying how language, structure and presentation contribute to meaning	Yellow		Purple			Green			Purple	Blue	Red	Cyan		Green		
Retrieve and record information from non-fiction							Yellow	Orange								
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								Orange	Purple							

Writing: Transcription – Coverage in Autumn Poetry plans: Year 4

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poems on a Theme – Unit 6	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Poetic Language – Unit 5
<i>Spelling</i> Pupils should be taught to:																
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them 																
<ul style="list-style-type: none"> spell further homophones 																
<ul style="list-style-type: none"> spell words that are often misspelt 																
<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] 																
<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary 																
<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 																
<i>Handwriting</i> Pupils should be taught to write legibly, fluently and with increasing speed by:																
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 																
<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting [for example, 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] 																

Writing: Composition – Coverage in Autumn Poetry plans: Year 4

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poems on a Theme – Unit 6	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Poetic Language – Unit 5
Pupils should be taught to plan their writing by:																
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 																
<ul style="list-style-type: none"> discussing and recording ideas 																
Pupils should be taught to draft and write by:																
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 																
<ul style="list-style-type: none"> organising paragraphs around a theme 																
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 																
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 																
Pupils should be taught to evaluate and edit by:																
<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements 																
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 																
Proof-read for spelling and punctuation errors																
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																

Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Poetry plans: Year 4

Objective	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Poems on a Theme – Unit 6	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Poetic Language – Unit 5
Pupils should be taught develop their understanding of the concepts set out in Appendix 2 by:																
<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 																
<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense 																
<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 																
<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 																
<ul style="list-style-type: none"> using fronted adverbials 																
<ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 																
Indicate grammatical and other features by:																
<ul style="list-style-type: none"> using commas after fronted adverbials 																
<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 																
<ul style="list-style-type: none"> using and punctuating direct speech 																
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading																



Fiction

Coverage Chart - Year 4 Spring Term Fiction



Spoken Language – Coverage in Spring Fiction plans: Year 4

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Stories that Raise Issues – Unit 1	Stories that Raise Issues – Unit 2	Stories that Raise Issues – Unit 3	Stories that Raise Issues – Unit 4	Stories that Raise Issues – Unit 5	
Listen and respond appropriately to adults and their peers																
Ask relevant questions to extend their understanding and knowledge																
Use relevant strategies to build their vocabulary																
Articulate and justify answers, arguments and opinions																
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings																
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments																
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas																
Speak audibly and fluently with an increasing command of Standard English																
Participate in discussions, presentations, performances, role play, improvisations and debates																
Gain, maintain and monitor the interest of the listener(s)																

Consider and evaluate different viewpoints, attending to and building on the contributions of others																		
Select and use appropriate registers for effective communication																		

Word Reading – Coverage in Spring Fiction plans: Year 4

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Stories that Raise Issues – Unit 1	Stories that Raise Issues – Unit 2	Stories that Raise Issues – Unit 3	Stories that Raise Issues – Unit 4	Stories that Raise Issues – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

Reading: Comprehension – Coverage in Spring Fiction plans: Year 4

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Stories that Raise Issues – Unit 1	Stories that Raise Issues – Unit 2	Stories that Raise Issues – Unit 3	Stories that Raise Issues – Unit 4	Stories that Raise Issues – Unit 5
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 	Yellow	Orange				Yellow			Blue	Red		Orange	Purple		
<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 															
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 															
<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	Yellow				Red	Yellow		Purple							
<ul style="list-style-type: none"> identifying and discussing themes and conventions in a wide range of books 					Yellow										
<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 															
<ul style="list-style-type: none"> discussing words and phrases that capture the reader’s interest and imagination 	Yellow						Purple			Red			Purple		
<ul style="list-style-type: none"> 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 exploring the meaning of words in context 	Yellow						Purple				Yellow				
<ul style="list-style-type: none"> asking questions to improve their understanding of a text 											Yellow				
<ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 	Yellow	Purple	Blue			Yellow	Orange	Purple					Purple	Blue	
<ul style="list-style-type: none"> predicting what might happen from details stated and implied 			Blue			Yellow									
<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 					Yellow				Blue			Orange			
<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 	Yellow						Orange	Purple	Blue			Orange			

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																				

Writing: Transcription – Coverage in Spring Fiction plans: Year 4

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Stories that Raise Issues – Unit 1	Stories that Raise Issues – Unit 2	Stories that Raise Issues – Unit 3	Stories that Raise Issues – Unit 4	Stories that Raise Issues – Unit 5
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Spelling Pupils should be taught to:

• use further prefixes and suffixes and understand how to add them																				
• spell further homophones																				
• spell words that are often misspelt																				
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]																				
• use the first two or 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																				

Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by:

• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined																				
• increase the legibility, consistency and quality of their handwriting [for example, 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]																				

Writing: Composition – Coverage in Spring Fiction plans: Year 4

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Stories that Raise Issues – Unit 1	Stories that Raise Issues – Unit 2	Stories that Raise Issues – Unit 3	Stories that Raise Issues – Unit 4	Stories that Raise Issues – Unit 5
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 															
<ul style="list-style-type: none"> discussing and recording ideas 															
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 															
<ul style="list-style-type: none"> organising paragraphs around a theme 															
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 															
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 															
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements 															
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 															
<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 															

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																				
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Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Fiction plans: Year 4

Objective	Traditional Tales & Fables – Unit 1	Traditional Tales & Fables – Unit 2	Traditional Tales & Fables – Unit 3	Traditional Tales & Fables – Unit 4	Traditional Tales & Fables – Unit 5	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Stories that Raise Issues – Unit 1	Stories that Raise Issues – Unit 2	Stories that Raise Issues – Unit 3	Stories that Raise Issues – Unit 4	Stories that Raise Issues – Unit 5
Pupils should be taught develop their understanding of the concepts set out in Appendix 2 by:															
• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although															
• using the present perfect form of verbs in contrast to the past tense				Blue	Red									Blue	
• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Yellow			Red										
• using conjunctions, adverbs and prepositions to express time and cause															
• using fronted adverbials													Purple		
• learning the grammar for years 3 and 4 in English Appendix 2											Yellow				
Indicate grammatical and other features by:															
• using commas after fronted adverbials													Purple		
• indicating possession by using the possessive apostrophe with plural nouns															
• using and punctuating direct speech			Purple				Yellow			Red	Yellow				

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading																		
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Coverage Chart – Year 4 Spring Term Non-Fiction

Spoken Language – Coverage in Spring Non-Fiction plans: Year 4

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Persuasive Writing – Unit 1	Persuasive Writing – Unit 2	Persuasive Writing – Unit 3	Persuasive Writing – Unit 4	Persuasive Writing – Unit 5
Listen and respond appropriately to adults and their peers	Yellow	Orange	Purple		Red										
Ask relevant questions to extend their understanding and knowledge	Yellow					Yellow					Yellow		Purple		Red
Use relevant strategies to build their vocabulary				Blue		Yellow		Purple							
Articulate and justify answers, arguments and opinions		Orange		Blue		Yellow									
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings														Blue	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			Purple	Blue	Red										
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple					Purple			Yellow		Purple		Red
Speak audibly and fluently with an increasing command of Standard English															

Reading: Comprehension – Coverage in Spring Non-Fiction plans: Year 4

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Persuasive Writing – Unit 1	Persuasive Writing – Unit 2	Persuasive Writing – Unit 3	Persuasive Writing – Unit 4	Persuasive Writing – Unit 5
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 															
<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 															
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 															
<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 															
<ul style="list-style-type: none"> identifying and discussing themes and conventions in a wide range of books 															
<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 															
<ul style="list-style-type: none"> discussing words and phrases that capture the reader’s interest and imagination 															
<ul style="list-style-type: none"> 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 exploring the meaning of words in context 															
<ul style="list-style-type: none"> asking questions to improve their understanding of a text 															

Pupils should be taught to evaluate and edit by:														
• assessing the effectiveness of their own and others' writing and suggesting improvements														
• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences														
Proof-read for spelling and punctuation errors														
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														

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Non-Fiction plans: Year 4

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Persuasive Writing – Unit 1	Persuasive Writing – Unit 2	Persuasive Writing – Unit 3	Persuasive Writing – Unit 4	Persuasive Writing – Unit 5
Pupils should be taught develop their understanding of the concepts set out in Appendix 2 by:															
• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although															
• using the present perfect form of verbs in contrast to the past tense															
• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition															
• using conjunctions, adverbs and prepositions to express time and cause															
• using fronted adverbials															
• learning the grammar for years 3 and 4 in English Appendix 2															
Indicate grammatical and other features by:															
• using commas after fronted adverbials															

<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 															
<ul style="list-style-type: none"> using and punctuating direct speech 															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															

Coverage Chart – Year 4 Spring Term Poetry

Spoken Language – Coverage in Spring Poetry plans: Year 4

Objective	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5						
Listen and respond appropriately to adults and their peers	Yellow															
Ask relevant questions to extend their understanding and knowledge	Yellow							Purple								
Use relevant strategies to build their vocabulary																
Articulate and justify answers, arguments and opinions	Yellow		Purple													
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings										Red						
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments										Red						
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			Purple			Yellow	Orange	Purple	Blue							
Speak audibly and fluently with an increasing command of Standard English																
Participate in discussions, presentations, performances, role play, improvisations and debates			Purple			Yellow				Red						
Gain, maintain and monitor the interest of the listener(s)			Purple			Yellow		Purple		Red						
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Yellow															
Select and use appropriate registers for effective communication										Red						

Word Reading – Coverage in Spring Poetry plans: Year 4

Objective	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5					
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

Reading: Comprehension – Coverage in Spring Poetry plans: Year 4

Objective	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5							
Develop positive attitudes to reading and understanding of what they read by:																	
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow		Purple							Red							
• reading books that are structured in different ways and reading for a range of purposes	Yellow		Purple														
• 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 and discussing themes and conventions in a wide range of books			Purple														
• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			Purple			Yellow		Purple									
• discussing words and phrases that capture the reader’s interest and imagination	Yellow		Purple	Blue	Red			Purple									
• recognising some different forms of poetry [for example, free verse, narrative poetry]	Yellow	Orange	Purple	Blue	Red												
Understand what they read, in books they can read independently, by:																	
• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	Yellow																
• asking questions to improve their understanding of a text	Yellow																
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence								Purple	Blue								
• predicting what might happen from details stated and implied								Purple									
• identifying main ideas drawn from more than one paragraph and summarising these			Purple														
• identifying how language, structure and presentation contribute to meaning	Yellow		Purple					Purple									
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								Purple		Red							

Writing: Transcription – Coverage in Spring Poetry plans: Year 4

Objective	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5						
<i>Spelling Pupils should be taught to:</i>																
<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them 																
<ul style="list-style-type: none"> • spell further homophones 																
<ul style="list-style-type: none"> • spell words that are often misspelt 																
<ul style="list-style-type: none"> • place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] 																
<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary 																
<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 																
<i>Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by:</i>																
<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 																
<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting [for example, 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] 																

Writing: Composition – Coverage in Spring Poetry plans: Year 4

Objective	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5						
Pupils should be taught to plan their writing by:																
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	Yellow	Orange	Purple	Blue	Red					Red						
<ul style="list-style-type: none"> discussing and recording ideas 	Yellow				Red	Yellow										
Pupils should be taught to draft and write by:																
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Yellow	Orange	Purple	Blue	Red	Yellow	Orange		Blue	Red						
<ul style="list-style-type: none"> organising paragraphs around a theme 			Purple													
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 					Red				Blue							
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 																
Pupils should be taught to evaluate and edit by:																
<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements 	Yellow		Purple	Blue	Red	Yellow	Orange		Blue	Red						
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 																
Proof-read for spelling and punctuation errors			Purple		Red											
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	Yellow									Red						

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Poetry plans: Year 4

Objective	Poetic Forms – Unit 1	Poetic Forms – Unit 2	Poetic Forms – Unit 3	Poetic Forms – Unit 4	Poetic Forms – Unit 5	Narrative Poetry – Unit 1	Narrative Poetry – Unit 2	Narrative Poetry – Unit 3	Narrative Poetry – Unit 4	Narrative Poetry – Unit 5						
Pupils should be taught develop their understanding of the concepts set out in Appendix 2 by:																
<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 																
<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense 																
<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 																
<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 																
<ul style="list-style-type: none"> using fronted adverbials 																
<ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 																
Indicate grammatical and other features by:																
<ul style="list-style-type: none"> using commas after fronted adverbials 																
<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 																
<ul style="list-style-type: none"> using and punctuating direct speech 																
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading																



Coverage Chart - Year 4 Summer Term



Fiction

Spoken Language – Coverage in Summer Fiction plans: Year 4

Objective	Stories on a Theme					Fantasy – The Butterfly Lion					Modern Fiction – Mr Stink				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication															

Word Reading – Coverage in Summer Fiction plans: Year 4

Objective	Stories on a Theme					Fantasy – The Butterfly Lion					Modern Fiction – Mr Stink				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

Reading: Comprehension – Coverage in Summer Fiction plans: Year 4

Objective	Stories on a Theme					Fantasy – The Butterfly Lion					Modern Fiction – Mr Stink				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitudes to reading and understanding of what they read by:															
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow		Purple		Red	Yellow		Purple			Yellow		Purple		
• reading books that are structured in different ways and reading for a range of purposes						Yellow									
• 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	Yellow														
• identifying and discussing themes and conventions in a wide range of books								Purple			Yellow		Purple		
• 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					Red	Yellow									
• recognising some different forms of poetry [for example, free verse, narrative poetry]															
Understand what they read, in books they can read independently, by:															
• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context						Yellow									
• asking questions to improve their understanding of a text			Purple								Yellow		Purple		
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence			Purple			Yellow		Purple					Purple		
• predicting what might happen from details stated and implied			Purple								Yellow		Purple		
• identifying main ideas drawn from more than one paragraph and summarising these	Yellow					Yellow		Purple					Purple		
• identifying how language, structure and presentation contribute to meaning		Orange						Purple	Blue		Yellow				
Retrieve and record information from non-fiction	Yellow														
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			Purple			Yellow					Yellow		Purple		

Writing: Transcription – Coverage in Summer Fiction plans: Year 4

Objective	Stories on a Theme					Fantasy – The Butterfly Lion					Modern Fiction – Mr Stink				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>															
• use further prefixes and suffixes and understand how to add them															
• spell further homophones															
• spell words that are often misspelt															
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]															
• use the first two or 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															
<i>Handwriting Pupils should be taught to:</i>															
• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined															
• increase the legibility, consistency and quality of their handwriting [for example, 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]															

Writing: Composition – Coverage in Summer Fiction plans: Year 4

Objective	Stories on a Theme					Fantasy – The Butterfly Lion					Modern Fiction – Mr Stink				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 															
<ul style="list-style-type: none"> discussing and recording ideas 															
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 															
<ul style="list-style-type: none"> organising paragraphs around a theme 															
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 															
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 															
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements 															
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 															
Proof-read for spelling and punctuation errors															
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															

Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Fiction plans: Year 4

Objective	Stories on a Theme					Fantasy – The Butterfly Lion					Modern Fiction – Mr Stink				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	Yellow	Orange			Red										
<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense 															
<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 														Blue	Red
<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 		Orange		Blue											
<ul style="list-style-type: none"> using fronted adverbials 	Yellow	Orange		Blue	Red		Orange								
<ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 															
Pupils should be taught to indicate grammatical and other features by:															
<ul style="list-style-type: none"> using commas after fronted adverbials 		Orange		Blue			Orange								
<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 															
<ul style="list-style-type: none"> using and punctuating direct speech 						Yellow			Blue	Purple		Orange			Red
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading						Yellow				Purple				Blue	Red

Coverage Chart – Year 4 Summer Term Non-Fiction

Spoken Language – Coverage in Summer Non-Fiction plans: Year 4

Objective	Reports: Narratives of Liberation					Persuasive Writing: Animals in Captivity									
	1	2	3	4	5	1	2	3	4	5					
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication															

Word Reading – Coverage in Summer Non-Fiction plans: Year 4

Objective	Reports: Narratives of Liberation					Persuasive Writing: Animals in Captivity												
	1	2	3	4	5	1	2	3	4	5								
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet																		
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word																		

Reading: Comprehension – Coverage in Summer Non-Fiction plans: Year 4

Objective	Reports: Narratives of Liberation					Persuasive Writing: Animals in Captivity									
	1	2	3	4	5	1	2	3	4	5					
Develop positive attitudes to reading and understanding of what they read by:															
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow		Purple	Blue											
• reading books that are structured in different ways and reading for a range of purposes						Yellow			Blue	Red					
• 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 and discussing 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	Yellow														
• recognising some different forms of poetry [for example, free verse, narrative poetry]															
Understand what they read, in books they can read independently, by:															
• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context															
• asking questions to improve their understanding of a text						Yellow									
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	Yellow		Purple												
• predicting what might happen from details stated and implied	Yellow														
• identifying main ideas drawn from more than one paragraph and summarising these	Yellow		Purple		Red	Yellow	Orange		Blue	Red					
• identifying how language, structure and presentation contribute to meaning	Yellow							Purple	Blue						
Retrieve and record information from non-fiction	Yellow		Purple	Blue	Red	Yellow			Blue	Red					
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	Yellow						Orange		Blue						

Writing: Transcription – Coverage in Summer Non-Fiction plans: Year 4

Objective	Reports: Narratives of Liberation					Persuasive Writing: Animals in Captivity									
	1	2	3	4	5	1	2	3	4	5					
<i>Spelling Pupils should be taught to:</i>															
• use further prefixes and suffixes and understand how to add them															
• spell further homophones															
• spell words that are often misspelt															
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]															
• use the first two or 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															
<i>Handwriting Pupils should be taught to write legibly, fluently and with increasing speed by:</i>															
• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined															
• increase the legibility, consistency and quality of their handwriting [for example, 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]															

Writing: Composition – Coverage in Summer Non-Fiction plans: Year 4

Objective	Reports: Narratives of Liberation					Persuasive Writing: Animals in Captivity									
	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 															
<ul style="list-style-type: none"> discussing and recording ideas 															
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 															
<ul style="list-style-type: none"> organising paragraphs around a theme 															
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 															
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 															
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements 															
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 															
Proof-read for spelling and punctuation errors															
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															

Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Non-Fiction plans: Year 4

Objective	Reports: Narratives of Liberation					Persuasive Writing: Animals in Captivity									
	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 															
<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense 															
<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 															
<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 															
<ul style="list-style-type: none"> using fronted adverbials 															
<ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 															
Indicate grammatical and other features by:															
<ul style="list-style-type: none"> using commas after fronted adverbials 															
<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 															
<ul style="list-style-type: none"> using and punctuating direct speech 															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															

Coverage Chart – Year 4 Summer Term Poetry

Spoken Language – Coverage in Summer Poetry plans: Year 4

Objective	Poetic Forms: Odes and Insults					Poems on a Theme: Nature Poems					Performance Poetry: Off by Heart				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication															

Word Reading – Coverage in Summer Poetry plans: Year 4

Objective	Poetic Forms: Odes and Insults					Poems on a Theme: Nature Poems					Performance Poetry: Off by Heart				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

Reading: Comprehension – Coverage in Summer Poetry plans: Year 4

Objective	Poetic Forms: Odes and Insults					Poems on a Theme: Nature Poems					Performance Poetry: Off by Heart				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitudes to reading and understanding of what they read by:															
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow		Purple		Red	Yellow		Purple	Blue		Yellow		Purple		Red
• 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			Purple												
• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally															
• identifying and discussing themes and conventions in a wide range of books						Yellow		Purple							
• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Yellow				Red	Yellow		Purple			Yellow		Purple		Red
• discussing words and phrases that capture the reader’s interest and imagination	Yellow		Purple		Red	Yellow		Purple					Purple		Red
• recognising some different forms of poetry [for example, free verse, narrative poetry]	Yellow		Purple		Red					Red					
Understand what they read, in books they can read independently, by:															
• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context					Red										
• 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										Red					
• identifying how language, structure and presentation contribute to meaning	Yellow		Purple	Blue	Red			Purple			Yellow		Purple		
Retrieve and record information from non-fiction					Red										
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					Red										

Writing: Transcription – Coverage in Summer Poetry plans: Year 4

Objective	Poetic Forms: Odes and Insults					Poems on a Theme: Nature Poems					Performance Poetry: Off by Heart				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>															
• use further prefixes and suffixes and understand how to add them															
• spell further homophones															
• spell words that are often misspelt															
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]															
• use the first two or 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															
<i>Handwriting Pupils should be taught to:</i>															
• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined															
• increase the legibility, consistency and quality of their handwriting [for example, 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]															

Writing: Composition – Coverage in Summer Poetry plans: Year 4

Objective	Poetic Forms: Odes and Insults					Poems on a Theme: Nature Poems					Performance Poetry: Off by Heart				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	Yellow	Orange	Purple	Blue	Red		Orange		Blue	Red	Yellow	Orange			Red
<ul style="list-style-type: none"> discussing and recording ideas 	Yellow	Orange	Purple	Blue	Red		Orange		Blue	Red	Yellow	Orange	Purple	Blue	Red
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Yellow	Orange	Purple	Blue	Red		Orange		Blue	Red	Yellow	Orange	Purple	Blue	Red
<ul style="list-style-type: none"> organising paragraphs around a theme 															
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 															
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 															
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements 	Yellow		Purple		Red					Red			Purple		Red
<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 															
Proof-read for spelling and punctuation errors					Red								Purple		Red
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					Red				Blue	Red			Purple		Red

Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Poetry plans: Year 4

Objective	Poetic Forms: Odes and Insults					Poems on a Theme: Nature Poems					Performance Poetry: Off by Heart				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although															
• using the present perfect form of verbs in contrast to the past tense															
• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Yellow			Red							Yellow			
• using conjunctions, adverbs and prepositions to express time and cause															
• using fronted adverbials							Yellow							Blue	
• learning the grammar for years 3 and 4 in English Appendix 2			Purple	Blue											
Pupils should be taught to indicate grammatical and other features by:															
• using commas after fronted adverbials							Yellow							Blue	
• indicating possession by using the possessive apostrophe with plural nouns									Blue						
• using and punctuating direct speech															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading		Yellow	Purple	Blue	Red						Yellow	Orange			