



English Progression Overview

Year 4 - AUTUMN Term



Reading	Term 1		Term 2	
Reading Spine (Whole Class Texts)	❖ There's a Pharaoh in our bath - Jeremy Strong ❖ Poem - I didn't ❖ Class Story: The Twits - Roald Dahl		❖ Egyptian Cinderella – Shirley Climo ❖ Dear Father Christmas – Alun Durant ❖ Class Story: Firework Maker's Daughter – Philip Pullman	
	End Points	Question Stems	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	➢ Rapid Catch up - Little Wandle Ph 3, 4 & 5 ➢ SEND Little Wandle Ph 3 ➢ Read a wider range of words using knowledge of morphology ➢ Yr 3 & 4 tricky words ➢ Alphabet knowledge ➢ Dictionary Skills ➢ To use intonation when reading aloud to emphasise punctuation.		➢ Rapid Catch up - Little Wandle Ph 3, 4 & 5 ➢ SEND Little Wandle Ph 3 ➢ Read a wider range of words using knowledge of morphology ➢ Year 3 & 4 tricky words ➢ Alphabet knowledge - embed ➢ Dictionary Skills ➢ To use intonation when reading aloud to emphasise punctuation.	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	➢ Discuss topic linked vocab ➢ Identify required first few letters of word ➢ Search for proper nouns ➢ Develop fluency and a greater use of punctuation ➢ Tense of extract	❖ Tell me... ❖ Look for.. ❖ Describe to me...	➢ Discuss topic linked vocab ➢ Identify required first few letters of word ➢ Search for proper nouns ➢ Develop fluency and a greater use of punctuation ➢ Justify events with reasons and evidence from the text ➢ Retrieve information required in a letter	❖ What do the words... suggest about the mood/setting/character? ❖ Find one word/phrase that means... ❖ Find and copy a group of words that mean... ❖ Who is telling the story? ❖ Why is the text arranged in this way/layout?
Inferential understanding: prediction sequencing events summary nuanced vocabulary	➢ Retrieve information ➢ Give reasons – justify with text ➢ Identify paragraph required ➢ Predict story from cover ➢ Predict events and character reactions ➢ Develop topic related vocabulary	❖ What will happen next... ❖ Which event happened before/after... ❖ Tell me 3 ideas from the text to summarise today's reading ❖ Tell me the new vocabulary we've discussed today?	➢ Sequencing events ➢ Summarise small sections of the story ➢ Predict events with reasons and evidence from the text ➢ Understand and use subject related vocab	❖ Can you number these 4 events in order? ❖ What was the first things that happened in the story? ❖ Can you summarise in a sentence the opening/middle/end of the story?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	➢ Children to share their opinions or viewpoint about the author, events, characters, ➢ Experience different text types ➢ Consider authors word choices and give reasons ➢ Discuss and explain effect of vocab ➢ Discuss and perform poetry	❖ How does this text make you feel? ❖ What do you think of this character? ❖ Which part do you prefer? Can you explain why? ❖ How does the way this is set out on the page help us to find information? ❖ Do you think this letter has been structured in a way that is helpful to the reader? ❖ Can you see how the author has achieved that? How have they done this? ❖ Do you like the phrase this author has chosen? Why? ❖ Can you think of another text which compares with this one? How is it different?	➢ Identify themes with evidence ➢ Thoughts, feelings, response to the text ➢ With evidence justify character's motives ➢ Discuss and explain effect of vocab	❖ What is the purpose of this text/feature? ❖ How does the author engage the reader here? ❖ Which part do you find most exciting? why? ❖ Which part of the story do you prefer? Why? ❖ How does this text make you feel? ❖ What do you think of this character? ❖ Can you see how the author has achieved that? How have they done this? ❖ Do you like the phrase this author has chosen? Why?

Phonics and/or Spelling	Term 1							Term 2						
Spelling Shed (National Curriculum) and/or Little Wandle	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	HFW	Homophones	Prefix 'in' meaning not	Prefixes il, im & ir	Prefix 'sub' Meaning further divide or below	Prefix 'inter' meaning between or among	Challenge Words <u>Assess all chn on LWP</u>	Words ending in 'ation'	Words ending in 'ation'	Words ending in 'ly'	Words ending in 'ily'	Words where a 'ch' sound makes a 'sh' sound	Challenge words	Revision of required rules and patterns
		Little Wandle Rapid catch up Ph 3 – SEND version Wk 1	Little Wandle Rapid catch up Ph 3 – SEND version Wk 2	Little Wandle Rapid catch up Ph 3 – SEND version Wk 3	Little Wandle Rapid catch up Ph 3 – SEND version Wk 4	Little Wandle Rapid catch up Ph 3 – SEND version Wk 5	Little Wandle Rapid catch up Ph 3 – SEND version	Little Wandle Rapid catch up Ph 3 – SEND version	Little Wandle Rapid catch up Ph 3 – SEND version	Little Wandle Rapid catch up Ph 3 – SEND version	Little Wandle Rapid catch up Ph 3 – SEND version	Little Wandle Rapid catch up Ph 3 – SEND version	Little Wandle Rapid catch up Ph 3 – SEND version	Little Wandle Rapid catch up Ph 3 – SEND version
		Ph 3 – Standard version Wk 1	Ph 3 – Standard version Wk 2	Ph 3 – Standard version Wk 3	Ph 3 – Standard version Wk 4	Ph 3 – Standard version Wk 5	Ph 3 – Standard version	Ph 3 – Standard version	Ph 3 – Standard version	Ph 3 – Standard version	Ph 3 – Standard version	Ph 3 – Standard version	Ph 3 – Standard version	Ph 3 – Standard version
		Ph 4 Wk 1	Ph 4 Wk 2	Ph 4 Wk 3	Ph 4 Wk 4	Ph 4 Wk 5	Ph 4 Ph 5	Ph 4 Ph 5	Ph 4 Ph 5	Ph 4 Ph 5	Ph 4 Ph 5	Ph 4 Ph 5	Ph 4 Ph 5	Ph 4 Ph 5
		Ph 5 Wk 1	Ph 5 Wk 2	Ph 5 Wk 3	Ph 5 Wk 4	Ph 5 Wk 5								

Writing	Term 1							Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Text – Historical Narrative – There’s a Pharaoh in our bath – Jeremy Strong							Descriptive Poetry: I didn’t Traditional Tale - Egyptian Cinderella- Shirley Climo Christmas text: Dear Father Christmas – Alun Durant						
Genre/ composition	Narrative	Character description	Word classes & dialogue	Extended, descriptive sentences	Write story ending, continuing from a given point		Assessment week	Poetry I didn’t Narrative	Letter writing Egyptian Cinderella			Word classes EC	Letter writing	
Genre specific coverage	Adjectives Noun phrases Descriptive phrases Similes Handwriting To use intonation when reading aloud to emphasise punctuation. Vowels and constants Alphabet	Sentence openers Character description Adjectives/list Sentences beginning with capital letters and ending full stops To discuss the language choices of other speakers and how this may vary in different situations . Handwriting Word classes To use intonation when reading aloud to emphasise punctuation Compose a range of well punctuated sentences	verbs, nouns, adjectives speech features handwriting To take on a specific role in role- play/drama activities and participate in focused discussion while remaining in character To use intonation when reading aloud to emphasise punctuation To use intonation when reading aloud to emphasise punctuation Standard English Compose a range of well punctuated sentences.. Use of inverted commas Direct/ indirect speech	conjunction adjectives sentences beginning with capital letters and full stops handwriting To use intonation when reading aloud to emphasise punctuation. Compose a range of well punctuated sentences Standard English Compose a range of well punctuated sentences Plurals and apostrophes	Applying Learning Adjectives Conjunctions Sentence structure Handwriting To use intonation when reading aloud to emphasise punctuation. Compose a range of well punctuated sentences Plurals and apostrophes	Description sentence structure and punctuation handwriting To use intonation when reading aloud to emphasise punctuation. Compose a range of well punctuated sentences	Pixl assessment papers Reading Spelling Grammar	Speech features (recap) Writing speech (character thoughts) Character conversation handwriting To use intonation when reading aloud to emphasise punctuation. To take on a specific role and perform using intonation & punctuation Compose a range of well punctuated sentences	Letter features Handwriting Use intonation when reading aloud to emphasise punctuation Compose a range of well punctuated sentences Co-ordinating and subordinating time conjunctions	Letter example Compare Writing Letter in character role To use intonation when reading aloud to emphasise punctuation. Handwriting Standard English Formal/infor mal language Co-ordinating and subordinating time conjunctions handwriting	Writing letters Handwriting To use intonation when reading aloud to emphasise punctuation.	Adjectives Verbs Nouns Conjunctions Writing sentences with identified words Handwriting To use intonation when reading aloud to emphasise punctuation Commas in list .	Letter to Father Christmas List Sentence structure Handwriting To use intonation when reading aloud to emphasise punctuation. Standard English Formal/infor mal language	

Daily basis throughout the year

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
To follow multi-step instructions
Verba/writtenl grammar is corrected



Year 4 SPRING Term



Reading	Term 3		Term 4	
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> ❖ Rhythm of the Rain – Graham Baker Smith ❖ The Proudest Blue ❖ Class Story: Treehouse Stories 		<ul style="list-style-type: none"> ❖ The Great Kapok Tree – Lynne Cherry ❖ Haiku Poetry: Poem based on the Rainforest ❖ Class story: Butterfly Lion 	
	End Points	Question Stems	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> ➢ Focus on consolidating Little Wandle Fluency ➢ Yr 3 & 4 tricky words ➢ Dictionary skills ➢ Applying phonic knowledge ➢ Applying knowledge of suffixes and prefixes ➢ Decoding ➢ Segmenting ➢ Blending ➢ To use intonation when reading aloud to emphasise punctuation. 		<ul style="list-style-type: none"> ➢ Focus on consolidating Little Wandle Fluency ➢ Yr 3 & 4 tricky words ➢ Dictionary skills ➢ Applying phonic knowledge ➢ Applying knowledge of suffixes and prefixes ➢ Decoding ➢ Segmenting ➢ Blending ➢ Perform poems ➢ To use intonation when reading aloud to emphasise punctuation. 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> ➢ Topic related vocab – Geog/Sci linked ➢ Justify characters actions with evidence from the text ➢ Use information to create a non-fiction text ➢ Describe the setting using developing vocab and awareness of adjectives ➢ Discuss and justify characters feelings and motives ➢ Tense of extract 	<ul style="list-style-type: none"> ❖ Why does... do...? ❖ How do we know...? ❖ Which facts will help us tell... ❖ Which words are linked to our recent learning? ❖ Which adjectives would you use to describe...? ❖ How could ... have? ❖ Why was brave/unkind/excited? 	<ul style="list-style-type: none"> ➢ Understand topic related vocab ➢ Explain and justify characters ➢ Describe settings ➢ Explain and reason events 	<ul style="list-style-type: none"> ❖ Which adjectives can you highlight to describe...? ❖ Which words justify...? ❖ Find and copy 1 word/phrase... ❖ Which word means the same as... ❖ What does ... mean? ❖ How is the text laid out?
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> ➢ Predict events – using learnt facts ➢ Sequence events (Water Cycle) ➢ Clarify and develop vocab 	<ul style="list-style-type: none"> ❖ What will happen when...? ❖ What is the order the water cycle process? ❖ Why did these events happen? ❖ Who was the better person? 	<ul style="list-style-type: none"> ➢ Predict story/events/ character reactions ➢ Sequence events ➢ Understand new vocab 	<ul style="list-style-type: none"> ❖ What will happen when...? Why? ❖ Where do you think... will go/happen? ❖ Can you order these 5 events? ❖ What does ... mean? ❖ How would you define...?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> ➢ Discuss illustrations used ➢ Response to author ➢ Author effect ➢ Vocabulary effect 	<ul style="list-style-type: none"> ❖ How does the story make you feel? ❖ What do you think of the text and why? ❖ How does the author achieve this? 	<ul style="list-style-type: none"> ➢ Vocabulary impact ➢ Response to author ➢ evaluation 	<ul style="list-style-type: none"> ❖ Which phrase do you like? ❖ How does the text make you feel? ❖ Which is your favourite part of the text ? ❖ Explain how the author has achieved...?

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Writing	Term 3						Term 4					
Chosen Texts	Proudest Blue - Ibtihaj Muhammad and S.K. Ali The Rhythm of the Rain – Graham Baker-Smith						Great kapok Tree – Lynne Cherry Haiku Poetry: Poem based on the Rainforest					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Genre/ Composition	Diary Entry Proudest Blue		Instructions The Rhythm of the Rain			Assessment Week	The Great Kapok Tree Adventure story					Haiku Poem
Genre Specific Coverage	<ul style="list-style-type: none"> Tenses past and present verbs Diary features Describe character on cover Use a capital letter for their name and for the personal pronoun 'I'. Use adjectives to create noun phrases in order to expand the detail in sentences. Identify features and layout of genre Determiners these/those, some, every to quantify Write diary extract in 1st person/past tense verbs <p>handwriting</p>	<ul style="list-style-type: none"> Diary features handwriting Use a capital letter for their name and for the personal pronoun 'I'. Use adjectives to create noun phrases in order to expand the detail in sentences. Use capital letters and full stops Apply genre features & layout Sentence types Use of conjunctions Different sentence types Statements, Exclamations, Standard English in dictated sentences 	<p>Samples of instructions</p> <p>Instruction Layout</p> <p>Reading and performing instructions</p> <p>Imperative verbs</p> <p>Time conjunctions</p> <p>Gather topic vocab</p> <p>Formal/informal tone</p> <p>Different sentence types</p> <p>Statements, Exclamations,</p> <p>handwriting</p>	<p>Instructional/informative sentences with topic vocab</p> <p>Planning own instructions</p> <p>Shared modelled writing of required features</p> <p>Reading and performing instructions</p> <p>Adverbials</p> <p>Use of conjunctions</p> <p>Identify tense of an extract</p> <p>Standard English in dictated sentences</p> <p>handwriting</p>	<p>Write instructions</p> <p>Shared modelled writing of required features</p> <p>Instruction layout</p> <p>Technical vocabulary</p> <p>Use of conjunctions</p> <p>Standard English in dictated sentences</p> <p>Handwriting</p>	<p>Assessment Week</p> <p>Pixl Test Papers</p>	<p>Gather topic vocabulary</p> <p>Describe characters</p> <p>Describe setting</p> <p>To take on a specific role and perform using intonation & punctuation</p> <p>Standard English in dictated sentences</p> <p>handwriting</p>	<p>Tense</p> <p>Conjunctions</p> <p>Dialogue</p> <p>Sequence adventure</p> <p>Effective use of punctuation</p> <p>Adverbial in sentences and use of comma</p> <p>handwriting</p>	<p>Plan possible risks/adventures</p> <p>planning story</p> <p>Standard English in dictated sentences</p> <p>Adverbial in sentences and use of comma</p> <p>handwriting</p>	<p>Writing adventure story</p> <p>Shared writing</p> <p>Model writing with errors as teaching points</p> <p>Editing</p> <p>Different sentence types</p> <p>Rhetorical Questions, dialogue including commands</p> <p>handwriting</p>	<p>Editing and publishing story</p> <p>Standard English in dictated sentences</p> <p>handwriting</p>	<p>Haiku features</p> <p>Short descriptive sentences</p> <p>Add to topic vocab using learning</p> <p>Writing & editing Haikus</p> <p>Different sentence types</p> <p>Statements, exclamations</p> <p>Rhetorical Questions, dialogue including commands</p> <p>Handwriting</p>



Year 4 SUMMER Term



Reading	Term 5		Term 6	
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> ❖ Zonia's Rain Forest – Juana Martinez-Neal ❖ Class Story: The Miraculous journey of Edward Tulane – Kate DeCamillo 		<ul style="list-style-type: none"> ❖ Street Child ❖ Performance Poetry: Gran can you wrap? ❖ Class Story: How to train your dragon – Cressida Cowell 	
	End Points	Question Stems	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> ➤ Focus on consolidating Little Wandle Fluency ➤ Yr 3 & 4 tricky words ➤ Dictionary skills ➤ Applying phonic knowledge ➤ Applying knowledge of suffixes and prefixes ➤ Decoding ➤ Segmenting ➤ Blending 		<ul style="list-style-type: none"> ➤ Focus on consolidating Little Wandle Fluency ➤ Yr 3 & 4 tricky words ➤ Dictionary skills ➤ Applying phonic knowledge ➤ Applying knowledge of suffixes and prefixes ➤ Decoding ➤ Segmenting ➤ Blending 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> ➤ Understanding vocabulary ➤ Locate facts about characters and events ➤ Describe and explain setting ➤ Skim, Scan and retrieve facts ➤ Justify answers with text ➤ Use appropriate terminology 	<ul style="list-style-type: none"> ❖ Tell me a word that means... ❖ Why did... do...? ❖ Which character... why? ❖ Find 3 adjectives for the R.F ❖ What happened when... how do you know? 	<ul style="list-style-type: none"> ➤ Understanding vocabulary ➤ Locate facts about characters and events ➤ Describe and explain setting ➤ Skim, Scan and retrieve facts ➤ Justify answers with text ➤ Use appropriate terminology ➤ Tense of extract 	<ul style="list-style-type: none"> ❖ Find and copy a word that means... ❖ Summarise the setting in 1 sentence ❖ Explain why...happened? ❖ Which are historical facts or not? ❖ How is the text laid out?
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> ➤ Justify events, thoughts, feelings, actions with evidence from the text ➤ Summarise sections or the text ➤ Prediction of events and reactions ➤ Discuss vocab 	<ul style="list-style-type: none"> ❖ Why did...? ❖ How do we know? ❖ Tell me about the story in 3 sentences ❖ Order ... journey through the R.F ❖ 	<ul style="list-style-type: none"> ➤ Predict events, vocab, reactions ➤ Order events, verses ➤ Understand language ➤ Summarise events/paragraphs or story 	<ul style="list-style-type: none"> ❖ Number/sequence events from story ❖ Act out poem using text as a base ❖ Which synonyms or antonyms can you use to write your poem? ❖ Tell the story in a sentence
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> ➤ Identify theme/hidden messages ➤ Response to author's choice of vocab to capture reader ➤ Summarise main ideas 	<ul style="list-style-type: none"> ❖ Tell me your 3 best facts about the story ❖ How does the author....? ❖ Choose a word that means...? ❖ Who would you recommend this text to and why? 	<ul style="list-style-type: none"> ➤ Layout and function of text ➤ Identify themes ➤ Authors intent ➤ Summarise ideas ➤ Perform poem 	<ul style="list-style-type: none"> ❖ How does the author...? ❖ Why has the author used...? ❖ How did... perform their poem, why? ❖ What was the message in the story? ❖ How did ... cope with events? ❖ How has the reader been attracted to the text?

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Writing	Term 5						Term 6					
Chosen Texts	Zonia’s Rain Forest – Juana Martinez-Neal						Street Child – Berlie Doherty Performance Poetry: Gran can you wrap? Jack Ousbey					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Genre/ Composition	Descriptive writing	Dialogue	Persuasive Writing Zonia’s Rain Forest				Non-Chronological Report Street Child (Victorian Workhouses)				Performance Poetry: Gran can you wrap?	
Genre Specific Coverage	Adjectives	Formal or informal tone	Rhetorical questions		Write persuasive text	Assessment Week Pixl test Papers	Features & functions	Technical Language	Plan N.C Report		Read poem Learn & perform	Descriptive sentences
	Topic vocabulary	Direct or indirect speech					Tense					Repetitive language
	Fronted adverbials and commas	Inverted commas	Lists, commas and reasons	Present tense verbs			Research notes	Formal tone	Title	Write NCR	Identify features	Learn & perform poem
	To discuss, adapt, write and edit with adjectives and noun phrases	To ask and answer questions about the text engaging in class discussion	Emotive language	Opinions based on facts	To ask and answer questions about the text engaging in class discussion		To discuss, adapt, write and edit with adjectives and noun phrases	Research notes	Paragraphs	To ask and answer questions about the text engaging in class discussion	Identify required rhythm	To ask and answer questions about the text engaging in class discussion
	To ask and answer questions about the text engaging in class discussion		To ask and answer questions about the text engaging in class discussion	persuasive sentences	plan writing		To ask and answer questions about the text engaging in class discussion	To ask and answer questions about the text engaging in class discussion	To ask and answer questions about the text engaging in class discussion	To adapt their ideas in response to new information	To take on a specific role and perform using intonation & punctuation	To adapt their ideas in response to new information
	Word classes: prepositions & determiners (passive)	Demarcation of apostrophes for omission and possession		To ask and answer questions about the text engaging in class discussion	Word classes: nouns, adjectives, verbs, adverbs, prepositions & determiners (passive)		To adapt their ideas in response to new information	To adapt their ideas in response to new information	To adapt their ideas in response to new information	Use of comma to separate main and subordinate clauses	To ask and answer questions about the text engaging in class discussion	Correct oral language that requires formal language
	Discuss and edit work, using a variety of word choices (Synonyms)	Standard English – model to correct, incorrect sentences	Word classes: prepositions & determiners (passive)	Discuss and edit work, using a variety of word choices (Synonyms)	Discuss and edit work, using a variety of word choices (Synonyms)		Consolidate word classes – effective choices	Read aloud and evaluate writing	Read aloud and evaluate writing	Dictated sentences with a variety of punctuation	To adapt their ideas in response to new information	Sentence types
							Use of comma to separate main and subordinate clauses	Use of comma to separate main and subordinate clauses	Use of comma to separate main and subordinate clauses	Use of comma to separate main and subordinate clauses	Use of comma to separate main and subordinate clauses	Standard English in dictated sentences