

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:															
• 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		
• 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															
• 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							
• 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															
• discussing words and phrases that capture the reader’s interest and imagination	Yellow							Purple		Red			Purple		
• 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							Purple			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	Yellow		Purple	Blue		Yellow	Orange	Purple					Purple	Blue	
• predicting what might happen from details stated and implied				Blue		Yellow									
• identifying main ideas drawn from more than one paragraph and summarising these						Yellow			Blue			Orange			
• identifying how language, structure and presentation contribute to meaning	Yellow						Orange	Purple	Blue			Orange			
Retrieve and record information from non-fiction						Yellow		Purple			Yellow		Purple		
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		Purple			Yellow		Purple		

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
<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 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 															
<ul style="list-style-type: none"> 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 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:															
<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 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															
Participate in discussions, presentations, performances, role play, improvisations and debates						Yellow					Yellow		Purple		Red
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 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
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 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:															
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						Yellow		Purple			Yellow				
• reading books that are structured in different ways and reading for a range of purposes	Yellow			Blue		Yellow									
• 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															
• discussing words and phrases that capture the reader’s interest and imagination				Blue		Yellow	Orange				Yellow		Purple		
• 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			Blue				Purple							
• 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						Yellow									
• predicting what might happen from details stated and implied						Yellow									
• identifying main ideas drawn from more than one paragraph and summarising these								Purple							Red
• identifying how language, structure and presentation contribute to meaning	Yellow			Blue		Yellow		Purple		Red					
Retrieve and record information from non-fiction											Yellow				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					Yellow		Purple			Yellow		Purple		

Writing: Transcription – 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
<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 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 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			Blue	Red			Purple		Red					
<ul style="list-style-type: none"> discussing and recording ideas 	Yellow		Purple		Red					Red	Yellow	Orange	Purple		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		Purple	Blue	Red		Orange		Blue	Red	Yellow	Orange	Purple	Blue	Red
<ul style="list-style-type: none"> organising paragraphs around a theme 	Yellow	Orange		Blue	Red					Red	Yellow		Purple		Red
<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 												Orange			
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 											Yellow				
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	Orange			Red		Orange			Red	Yellow		Purple	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 					Red					Red					
Proof-read for spelling and punctuation errors					Red					Red	Yellow				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							Orange								

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:															
<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 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:																
<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							Red						
<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 	Yellow		Purple													
<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 			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 			Purple			Yellow		Purple								
<ul style="list-style-type: none"> discussing words and phrases that capture the reader’s interest and imagination 	Yellow		Purple	Blue	Red			Purple								
<ul style="list-style-type: none"> 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:																
<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															
<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 								Purple	Blue							
<ul style="list-style-type: none"> predicting what might happen from details stated and implied 								Purple								
<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 			Purple													
<ul style="list-style-type: none"> 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																