

Curriculum Coverage – Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2										
SPAG																	
<p>Year 4: Detail of content to be introduced (statutory requirement)</p> <table border="1"> <tr> <td>Word</td> <td>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</td> </tr> <tr> <td>Sentence</td> <td>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</td> </tr> <tr> <td>Text</td> <td>Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</td> </tr> <tr> <td>Punctuation</td> <td>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials</td> </tr> <tr> <td>Terminology for pupils</td> <td>determiner pronoun, possessive pronoun adverbial</td> </tr> </table>		Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials	Terminology for pupils	determiner pronoun, possessive pronoun adverbial	<p>1000 year old boy, Ross Welford</p> <p>Narrative 1 To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</p> <p>Transform for GDS Add character descriptions designed to provoke sympathy or dislike in the reader</p>	<p>Tyger, SF Said</p> <p>Narrative 2 Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p> <p>Transform for GDS Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader</p>	<p>The Boy at the Back of Class – Onjali Q Rauf</p> <p>Narrative 3 Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p>Transform for GDS Experiment with using different organisational devices with some attempt to link paragraphs together</p>	<p>The Last Bear, Hannah Gold</p> <p>Narrative 4 Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p>Transform for GDS Transform the narrative through a change in atmosphere, varying the vocabulary to support it</p>	<p>Rooftoppers – Katherine Rundell</p> <p>Narrative 5 Write in role as a character from a story.</p> <p>Transform for GDS Change the narrative voice or write from two perspectives.</p>	<p>When Life Gives You Mangoes, Kereen Getten</p> <p>Narrative 6 Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.</p> <p>Transform for GDS Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</p>
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	<p>Non-chronological report 1 Write a report with a clear audience and specific form.</p> <p>Transform for GDS Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</p>	<p>Recount 1 Write a recount in the 1st person with a clear audience and form</p> <p>Transform for GDS Make a change to the person it is written in, the audience or form and chose what text and language features to use.</p>	<p>Explanation Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</p> <p>Transform for GDS Write same explanation in an informal style noting change of audience and form to suit this text.</p>	<p>Persuasion Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</p> <p>Transform for GDS Change the advert into a different form eg. poster to TV advert changing organisational devises, use of vocabulary and linguistic devices.</p>	<p>Recount 2 Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p> <p>Transform for GDS Same recount in a different form and style eg. Recount events as a diary.</p>	<p>Non-chronological report 2 Write a comparative report based on their own notes taken from several sources.</p> <p>Transform for GDS Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book.</p>
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<p>Punctuation and Grammar</p>	<p>Punctuation Use inverted commas accurately to punctuate direct speech</p> <p>Grammar Organise in paragraphs around a theme and different sections of a story Descriptive and expanded noun phrases to evoke setting and make it more vivid. Use a rich and varied vocabulary drawn from reading Begin to use fronted adverbials Begin to use sentences with more than one clause.</p> <p>GDS – Adapt or maintain writing in the first/third person Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p>	<p>Punctuation Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately. Use a comma after a fronted adverbial</p> <p>Grammar Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose. Use present, past progressive and perfect tense verb forms mostly accurately. Use pronouns and nouns to aid cohesion and avoid repetition. Confidently use fronted adverbials Begin to use relative clauses Develop the use of sentences with more than one clause.</p> <p>GDS – Use a range of conjunctions to support cohesion. Explore and manage the shifts between past and present tense.</p>	<p>Punctuation Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession and inverted commas)</p> <p>Grammar Use fronted adverbials including the correct use of a comma. Develop the use of sentences with more than one clause by using a wider range of conjunctions. Effectively use conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>GDS Consistently use dialogue sparingly so that it effectively adds detail to the writing and supports characterisation. Consistently use conjunctions to aid cohesion.</p>
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<p>Teacher assessment support against termly milestones</p>	<p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)</p> <ul style="list-style-type: none"> Plan and write their own version of a familiar story with a focus on varied and rich vocabulary Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. Write a recount in the 1st person with a clear audience and form In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words Organise into paragraphs around a theme and for different sections of a story. Include descriptive and expanded noun phrases to evoke setting and make it more vivid Use of varied and rich vocabulary drawn from reading Begin to use fronted adverbials Use inverted commas accurately to punctuate direct speech Begin to use sentences with more than one clause Spell some words from Year 3/4 correctly and spell words in contracted form correctly Consistently use joined writing <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+</p> <ul style="list-style-type: none"> Use character descriptions designed to provoke sympathy or dislike in the reader Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader. Adapt or maintain writing in the 1st and 3rd person. Select form of writing and make vocabulary and grammar choice based on audience. 	<p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +</p> <ul style="list-style-type: none"> Plan a complete story focussed on organisational devices Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience Write a report with a clear audience and specific form Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately Use present, past, progressive and perfect tense verb forms mostly accurately Use pronouns and nouns to aid cohesion and avoid repetition Confidently use fronted adverbials using a comma after the fronted adverbial Begin to use relative clauses Develop the use of sentences with more than one clause <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS</p> <ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting language that shows good awareness of the reader Independently choose to use a range of organisational and cohesive devices to help structure texts Use a range of conjunctions to support cohesion within writing Adapt style of writing based on a change to audience and form. Select own success criteria Explore and manage the shifts between past and present tense appropriately within information texts. 	<p>If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS</p> <ul style="list-style-type: none"> In narratives, write in role and describe settings and characters using "show not tell" techniques Write a recount in the form of a newspaper report. Write a comparative report based on their own notes taken from several sources. Use a range of devices to structure the writing and support the reader based on the form and purpose. Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) Use fronted adverbials including the correct use of a comma Develop the use of sentences with more than one clause by using a wider range of conjunctions Effectively use conjunctions, adverbs and prepositions to express time, cause and place Spell correctly most words from the year 3/4 spelling list Use joined-up writing throughout all independent writing Make simple additions, revisions and proof-reading corrections to their own writing <p>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD</p> <ul style="list-style-type: none"> Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form. Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood. Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation Consistently use a range of conjunctions to support cohesion Use a range of precise vocabulary Consistently produce legible joined handwriting
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		<ul style="list-style-type: none">• Use a range of descriptive techniques to manage changes in mood and atmosphere.	<ul style="list-style-type: none">• Evaluate and re-draft own writing, proposing changes to grammar and vocabulary
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