











English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year

Year 4

AUTUMN Term



Reading		Term 1		Term 2	
Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>		Writing focus: James and the Giant Peach Selection of information texts about South America and Fair Trade		Writing focus: How I Became a Mummy The Scarab Beetle (short story) Reading aloud: Secret Agent Mummy	
Guided Reading Skills Foci: Bronze Silver Gold		 VIPERS focus: Retrieval and Vocabulary (all skills revisited regularly to ensure revision of knowledge)	 VIPERS focus: Inference and prediction (all skills revisited regularly to ensure revision of knowledge)		
		 <ul style="list-style-type: none"> I can read an increasing number of common exception words, understanding the correspondence between spelling and sound. I can identify the features of fiction genres. I can locate key information in a text. I can recognise themes in what I have read. Retrieval focus questions: How would you describe this story/text? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does..... do? • How is? • What can you learn from from this section? • Give one example of.....	 <ul style="list-style-type: none"> I can read a range of appropriate texts with increasing fluency and accuracy. I can identify where the author is using language to create effect. I can recognise prefixes and suffixes in words.		
		 <ul style="list-style-type: none"> I can find and explain the meaning of a word in its context. I can use a dictionary to help me decode the meaning of ambitious vocabulary. I can use knowledge of text structure to locate information. Vocabulary focus questions: • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	 <ul style="list-style-type: none"> I can predict what might happen by quoting directly from the text. Prediction questions: From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.		
		 <ul style="list-style-type: none"> I can take part in discussions, taking account of what others say and comment on their ideas. I can create a picture of a character or setting using details from a text. I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers. 	 <ul style="list-style-type: none"> I can infer meaning, using evidence from the text and wider experiences. I can discuss the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers. 		
21 Steps (National Curriculum)		Step 13 Word Reading - I can usually read a range of appropriate texts with fluency and accuracy. - I can recognise prefixes and suffixes in words. - I can read some (Year 4 Common Exception words) understanding the correspondence between spelling and sound. Comprehension - I can use knowledge of text structure to locate information. Themes and Conventions - I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc). - I can recognise key themes in what I have read Language for Effect			

I can talk about the author's choice of language and its effect on the reader in a range of texts.
Making Inferences
 - I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).
 - I can infer meaning, using evidence from the text and wider experiences.
 - I can predict what might happen by quoting directly from the text.

		Term 1								Term 2						
		Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Year 3 Revise	N/A	The /ow/ sound spelled 'ou'. mouth around sprout sound spout ouch hound trout found proud	The /u/ sound spelled 'ou'. touch double country trouble young cousin enough encourage flourish couple	The /i/ sound spelled with a 'y'. gym myth Egypt pyramid mystery symbol synonym lyrics system gymnastics	Words with endings that sound like /ze/, spelled with '-sure'. measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure	Words with endings that sound like /ch/ is often spelt '-ture' unless the root word ends in (t)ch. creature furniture picture nature adventure capture future sculpture fracture mixture	Challenge Words actual answer bicycle circle earth enough fruit island often popular	Words with the prefix 're-'. redo refresh return reappear redecorate revenge review replay reaction rebound	The prefix 'dis-'. disappoint disagree disobey disable dislike dislocate disappear disadvantage disapprove dislodge	The prefix 'mis-'. misbehave mislead misspell mistake misplace misread mistrust misunderstanding misuse mislaid	Adding suffixes beginning with vowel letters to words of more than one syllable. gardening gardened limited limiting developing developed listening listened covered covering	Adding suffixes beginning with vowel letters to words of more than one syllable. forgetting forgotten beginning preferred permitted regretting committed forbidden propelled equipped	Challenge Words centre decide disappear early heart learn minute notice regular therefore	The long vowel /a/ sound spelled 'ai'. straight painter fainted waist strainer chained claimed failure snail waiter	N/A
	Year 4	N/A	Homophones accept except knot not peace piece plain plane weather whether	The prefix 'in-'. inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate	The prefixes il-, im- and ir-. illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible	The prefix 'sub-'. submarine subject subway submerge subtropical subdivide subheading substandard subtitle submit	The prefix 'inter-'. interact intercity international interfere interview intercept intercom internet interchange interface	Challenge Words calendar appear believe grammar increase interest opposite straight strength women	The suffix '-ation' to form verbs. information sensation preparation vibration decoration donation duration registration population determination	The suffix '-ation' to form nouns. adoration admiration coronation detonation observation location generation exploration combination illustration	Adding -ly to make adverbs. sadly completely wildly bravely gently foolishly proudly horribly nervously happily	Adding '-ly' to turn an adjective into an adverb. usually finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally	Word with the 'sh' sound spelled ch. chef chalet machine brochure parachute chute chaperone chandelier crochet quiche	Challenge Words complete continue experiment famous favourite February naughty material knowledge remember	Adding the suffix '-ion'. expansion extension comprehension tension suspension exclusion provision explosion erosion invasion	N/A

Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression

Step 13
 - I understand the basic rules for singular and plural nouns.
 - I can apply rules when using an apostrophe for possession.

Writing	Term 1 – Food Glorious Food!								Term 2 – Ancient Egypt						
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
Genre/Composition	James and the Giant Peach Character Descriptions		James and the Giant Peach Diary Writing			James and the Giant Peach Poetry			Instructions How to make a mummy		Narrative Writing Ancient Egyptian Adventure Story			Newspaper Report Finding Tutankhamun's tomb	
Genre specific coverage	<ul style="list-style-type: none"> Discussing / recording ideas. Revision of writing non-negotiables (major focus on handwriting, CL, punctuation). Word classes and revision of language through colour. Expanded noun phrases – highlighting the comma to separate two or more adjectives. Fronted adverbials – highlighting the comma after the fronted adverbial. Apostrophes for possession. Possessive pronouns. 		<ul style="list-style-type: none"> Discussing / recording ideas. Fronted adverbials to express time and cause (using conjunctions). Appropriate use of pronouns. Use of paragraphs around a theme. Focus on editing – particularly E1 and E2 (punctuation, spelling, vocabulary). Dictionary / thesaurus work. 			<ul style="list-style-type: none"> Features of poetry: alliteration, rhymes, rhythm (syllables), similes, onomatopoeia, hyperbole Composing and rehearsing sentences orally. Assess the effectiveness of own and others writing and suggest improvements. Reading aloud to a group or class using the appropriate intonation and control the tone and volume 			<ul style="list-style-type: none"> Use of precise imperatives (bossy verbs). Sentence structure / complex sentences. Fronted adverbials to explain how, when and where. 		<ul style="list-style-type: none"> Use of paragraphs around a theme. Using inverted commas to punctuate direct speech. Adverbial phrases Varying sentence structure. Appropriate choice of pronoun to avoid repetition. Assess others writing (book review of Ancient Egyptian Adventure Stories). 			<ul style="list-style-type: none"> Use of paragraphs around a theme. Connectives. Using inverted commas to punctuate direct speech. Apostrophe for possession. Possessive pronouns. 	
Writing: (Including EGPS) 21 Steps (National Curriculum)	<p>Step 13 Handwriting</p> <ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters. <p>Composition</p> <p>Working towards:</p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil. <p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> - I can explain what the present perfect form of verbs means. - I can express time, place and cause using conjunctions (when, before, after). - I can identify the main clauses in sentences I have written. - I can understand and identify fronted adverbials. 														

- I am developing my use of specific nouns and powerful verbs.
- I am beginning to use a dictionary to check the meaning of new words.
- I am becoming familiar with using a thesaurus to expand vocabulary.
- I am using a range of nouns or pronouns.














Punctuation

- I can use inverted commas to punctuate direct speech.
- I can apply rules when using an apostrophe for possession.



English Coverage
Year 4
SPRING Term



Reading	Term 3	Term 4
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<p>Writing focus: Selection of information texts about the Polar Regions</p> <p>Reading: Leaf</p>	<p>Writing focus: The Promise</p> <p>Reading: The Colour of Home The Varmints</p>
<p>Guided Reading Skills Foci: <i>Bronze Silver Gold</i></p>	<div style="background-color: #e8f5e9; padding: 5px; border: 1px solid black;">  <p>VIPERS focus: Explain and Retrieval (all skills revisited regularly to ensure revision of knowledge)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can read a range of appropriate texts fluently and accurately, including exception words.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can skim and scan to identify key ideas and answer questions from a text.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can identify the structures and features of a range of non-fiction texts.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can refer to the text to support opinions and predictions (sum up what I have found/discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).</p> <p>I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/ feeling and the way they act.</p> <p>Explain focus questions: Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can compare key themes across different books</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can justify my opinion about a text.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers.</p> </div>	<div style="background-color: #e8f5e9; padding: 5px; border: 1px solid black;">  <p>VIPERS focus: Summarise and inference (all skills revisited regularly to ensure revision of knowledge)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-impor-tant).</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can identify the similarities and differences between a range of non-fiction texts.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can order events in a text.</p> <p style="background-color: yellow;">I can summarise the main points in a text.</p> <p>Summarise Questions Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?</p> <p>I can refer to the text to support opinions and predictions (sum up what I have found/discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views)..</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">  <p>I can infer and deduce meaning based on evidence drawn from different points in the text.</p> <p>Inference focus questions: Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice\ might these characters use? • What was thinking when..... • Who is telling the story?</p> <p>I confidently discuss the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</p> <p>I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers.</p> </div>
<p>21 Steps (National Curriculum)</p>	<p>Step 14 Word Reading - I can read a range of appropriate texts fluently and accurately, including exception words. - I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-impor-tant).</p> <p>Comprehension - I can skim and scan to identify key ideas and answer questions from a text.</p> <p>Themes and Conventions</p>	

		<ul style="list-style-type: none"> - I can compare and talk about the structures and features of a range of non-fiction texts. - I can compare key themes across different books. <p>Language for Effect</p> <ul style="list-style-type: none"> - I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/ feeling and the way they act. <p>Making Inference</p> <ul style="list-style-type: none"> - I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer and deduce meaning based on evidence drawn from different points in the text. - I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views). 											
Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Year 3 Revise	Term 3						Term 4					
		Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		N/A	The long /a/ vowel sound spelled 'ei.'	The long /a/ vowel sound spelled 'ey.'	Adding the suffix -ly.	Homophones grate great grown groan main mane meat meet missed mist	Challenge Words build describe imagine library natural ordinary promise recent suppose weight	The /l/ sound spelled '-al' at the end of words. arrival burial comical emotional national magical personal optional survival tropical	The /l/ sound spelled '-le' at the end of words. battle article struggle possible capable settle humble terrible example adjustable	Adding the suffix '-ly' when the root word ends in '-le'. gently simply humbly nobly durably terribly incredibly responsibly wrinkly possibly	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic'. basically frantically dramatically historically nationally emotionally accidentally automatically traditionally specifically	Adding the suffix -ly. truly duly publicly daily slyly shyly fully wholly coyly happily	Challenge Words address arrive certain experience history mention occasionally probably reign sentence
N/A	Adding the suffix '-ous'.	The suffix '-ous'.	The 'ee' sound spelt with an 'i'.	The suffix '-ous'.	Challenge Words breath business caught different exercise extreme medicine possession although thought	The 'au' digraph. naughty caught fraught automatic astronaut cause author applaud taught audience	The suffix '-ion'.	The suffix '-ion' becomes '-ssion'.	The suffix '-cian' used instead of '-sion'.	Adding '-ly' to create adverbs of manner. reluctantly quickly generously unexpectedly gently curiously furiously seriously victoriously courteously	Challenge Words group height particular potatoes separate surprise through various though woman		
Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression	<p>Step 14</p> <ul style="list-style-type: none"> - I can use the standard English forms verb inflections (e.g. we were not we was). - I can use the first two or three letters of word to check its spelling in a dictionary. 												









Writing	Term 3 – Frozen Planet						Term 4 – There’s No Place Like Home					
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Genre/Composition	Non-chronological Report		Journey to Antarctica Recount		Persuasive writing		The Promise Setting description – the city		The Promise Diary Writing		The Promise Letter Writing	
Genre specific coverage	<ul style="list-style-type: none"> Use of conjunctions to express time, place and cause. Use of paragraphs around a theme. Apostrophe for possession. Possessive pronouns. 		<ul style="list-style-type: none"> Use of fronted adverbials (and comma afterwards). Appropriate choice of pronoun to avoid ambiguity. Use of conjunctions, adverbs or prepositions to express time, place and cause. Constructing complex sentences (and using a comma to mark a pause). 		<ul style="list-style-type: none"> Building an argument. Facts and evidence to support argument. Conjunctions to link ideas. Use of rhetorical questions. 		<ul style="list-style-type: none"> Revision of all writing non-negotiables. Word classes and revision of language through colour. Word classes and revision of language through colour. Expanded noun phrases – highlighting the comma to separate two or more adjectives. Fronted adverbials – highlighting the comma after the fronted adverbial. Focus on editing – particularly E1 and E2 (punctuation, spelling, vocabulary). Dictionary / thesaurus work. 		<ul style="list-style-type: none"> Fronted adverbials to express time and cause (using conjunctions). Appropriate choice and use of pronouns. Use of paragraphs around a theme. 		<ul style="list-style-type: none"> Building an argument for or against. Use of paragraphs around a theme. Use of conjunctions to express time, place and cause. Appropriate choice and use of pronouns. 	
Writing: (Including EGPS) 21 Steps (National Curriculum)	<p>Step 14 Spelling</p> <ul style="list-style-type: none"> - I can use the standard English forms verb inflections (e.g. we were not we was). - I can use the first two or three letters of word to check its spelling in a dictionary. <p>Handwriting</p> <ul style="list-style-type: none"> - I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. <p>Composition</p> <p>Working towards:</p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil. <p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> - I can use the present perfect form of verbs in contrast to the past tense. - I can use pronouns appropriately to avoid repeating the noun. - I can express time, place and cause using conjunctions, adverbs or prepositions. - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I am beginning to use fronted adverbials. - I can choose specific nouns and powerful verbs depending on the purpose of my writing. - I can compare the apostrophe for omission with the apostrophe for possession. - I can explain and demonstrate the difference between plural and possessive ‘s’. <p>Punctuation</p> <ul style="list-style-type: none"> - I can punctuate speech accurately in my writing. 											

- I can use commas after fronted adverbials.
- I can use a comma to mark a pause in a complex sentence.
- I can indicate possession by using the possessive apostrophe with plural nouns.



English Coverage
Year 4
SUMMER Term



Reading	Term 5		Term 6	
Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	Writing Focus: Beowulf Reading Aloud: Anglo-Saxon Boy		Writing Focus: How to train your dragon	
Guided Reading Skills Foci: <i>Bronze Silver Gold</i>	 VIPERS focus: inference (all skills revisited regularly to ensure revision of knowledge)	 VIPERS focus: Explain and Retrieval (all skills revisited regularly to ensure revision of knowledge)		
	 <p>I can read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can recognise key themes in what I have read.</p> <p>I can read books that are structured in different ways and reading for a range of purposes.</p>	 <p>I can apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet</p> <p>I know how non-fiction texts are structured and can name their features.</p> <p>I can scan a text for information.</p>		
	 <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can discuss my understanding and explain the meaning of words in context.</p> <p>Inference focus questions: Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice\ might these characters use? • What was thinking when..... • Who is telling the story?</p>	 <p>I can retrieve and record information from non-fiction.</p> <p>I can recognise key themes in what I have read.</p> <p>Retrieval Focus Questions: • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?</p>		
	 <p>I can draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences from evidence.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers.</p>	 <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can justify my opinions and predictions using evidence from the text.</p> <p>I can review my answers with a teacher or a peer and make adjustments to improve the quality of my answers.</p>		
21 Steps (National Curriculum)	End of year 4 expectations Word Reading - Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet. Comprehension - Retrieve and record information from nonfiction. Themes and Conventions - Read books that are structured in different ways and reading for a range of purposes. - Recognise key themes in what they read. Language for Effect - Identify how language, structure and presentation contribute to meaning. Making Inference - To discuss their understanding and explain the meaning of words in context. - Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences from evidence.			

- Predict what might happen from details stated and implied.														
Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Year 3 Revise	Term 5						Term 6						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Words ending in 'er' when the root word ends in (t)ch. teacher catcher richer stretcher watcher dispatcher butcher preacher cruncher scorcher	Words with the /k/ sound spelled 'ch'. scheme chorus chemist echo character stomach monarch school anchor chaos	Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'. vague league plague tongue fatigue antique unique grotesque mosque plaque	Words with the /s/ sound spelled 'sc'. science scene discipline fascinate crescent scissors ascend scented scenery descend	Homophones ball bawl berry bury brake break fair fare mail male	Challenge Words accidentally breathe century consider eight guard heard peculiar possible quarter	The suffix 'sion'. division invasion confusion decision collision television erosion vision fusion revision	Challenge Words difficult important length perhaps position pressure question strange special purpose	Revision pleasure island dislocate disadvantage decide survey exactly bravely ordinary promise	Revision freight hourly missed suppose plaque descend grotesque automatically daily scented	Revision teacher scheme history mention bawl crescent eighteen regular disable mane	Revision disappear reaction capable personal specifically misunderstanding freight committed forbidden neighbour	N/A
Homophones scene seen whose who's affect effect here hear heel heal	The /s/ sound spelt c before 'i' and 'e'. circle century centaur circus princess voice medicine celebrate celery pencil	'sol' word family and 'real' word family words. solar solution soluble insoluble dissolve real reality realistic unreal realisation	'phon' word family and 'sign' word family words. phone telephone phonics microphone phonograph sign signature assign designer signaller	The prefixes 'super-' 'anti-' and 'auto-'. supermarket superman superstar superhuman antiseptic anticlockwise antisocial autobiography autograph automatic	The prefix bi-meaning two. bicycle biplane biped bicentennial biannual bilingual bicuspid biceps binoculars bisect	Challenge Words accident actually busy eighth forward forwards guide possess occasion Wednesday	Possessive apostrophes with plural words. girls' boys' babies' children's men's mice's ladies' cats' women's geese's	Revision expression musician reluctantly group scene circle solar supermarket bicycle except	Revision incorrect illegible subject international believe preparation coronation wildly bravely thoughtfully	Revision brochure famous tension penniless hideous different astronaut completion admission mathematician	Revision gently separate affect unexpectedly potatoes circus insoluble microphone superhuman bicentennial	N/A		
Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression	End of year 4 expectations - I can use the first three letters of a word to check the spelling and meaning of new words. - I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.													
Writing	Term 5 – Anglo-Saxons						Term 6 – Victorious Vikings							
	Week 1 (4 days)	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)	
Genre/Composition	Beowulf Myths and Legends – Narrative Writing						How to train your dragon Descriptive Writing			How to train your dragon Instructions				
Genre specific coverage	<ul style="list-style-type: none"> Use of fronted adverbials (and comma afterwards). Using the present perfect tense. Using inverted commas to punctuate direct speech. Use of paragraphs around a theme. Appropriate choice of pronoun or noun across sentences to avoid repetition. Apostrophe for possession. Using a range of sentence structure – including the use of conjunctions to create complex sentences. 						<ul style="list-style-type: none"> Word classes (language through colour). Expanded noun phrases – highlighting the comma to separate two or more adjectives. Powerful vocabulary – dictionary / thesaurus skills. Editing. Apostrophe for possession. 			<ul style="list-style-type: none"> Use of precise imperatives (bossy verbs). Fronted adverbials to explain how, when and where. Use of paragraphs around a theme. Using a range of sentence structure – including the use of conjunctions to create complex sentences. 				

- Possessive pronouns.

End of year 4 expectations

Spelling

- I can use the first three letters of a word to check the spelling and meaning of new words.
- I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- I am writing at length with increasing legibility, consistency and quality; 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.

Composition

- I can talk about a genre of writing identifying its structure, vocabulary and grammar.
- I can discuss and record my ideas.
- I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.
- I can organise my writing in paragraphs around a theme.
- I can use the features of non-narrative material.
- I can create settings, characters and plot in narrative writing.
- I can write in a variety of genre.
- I can proof read my work to check for spelling, grammar and punctuation errors.
- I can assess the effectiveness of my own and others writing.
- I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.
- I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.
- I can evaluate what I have written with the teacher or another pupil.

Vocabulary and Grammar

- I can use the present perfect form of verbs in contrast to the past tense.
- I can use pronouns appropriately to avoid repeating the noun.
- I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).
- I can identify the main and subordinate clause in a sentence.
- I can use paragraphs as a way to group related material.
- I can write, from memory complex sentences dictated by a teacher with the correct punctuation.
- I use a fronted adverbial correctly using a comma.
- I use specific nouns and powerful verbs effectively and purposefully.
- I can use pronouns to avoid repetition or ambiguity.
- I can explain and demonstrate the difference between plural and possessive 's'.
- I can use the standard English forms verb inflections (e.g. we were not we was).

Punctuation

- I can use inverted commas to punctuate direct speech.
- I can use commas after fronted adverbials.
- I can use a comma to mark a pause in a complex sentence.
- I can indicate possession by using the possessive apostrophe with plural nouns.
- I can indicate omission by using the ommissive apostrophe.

**Writing:
(Including EGPS)
21 Steps
(National Curriculum)**