English – Within-Year Progression Map Year Group **4** Curriculum Cycle: **Year A (2026-27)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Text Focus	**Letter –** to Ahmet (boy at the back of class) description of WJS **Purpose –** reader learns about a new environment **Poetry** – song lyrics – harvest / season **Purpose** - entertain	**Narrative** - description of American landscape **Purpose** – entertain/scare/excited **Instructions** **Purpose** - to create a piece of artwork. (for infants)	**Non chronological report** – Swap monsters **Purpose** – so the reader learns about the creature **Narrative** – fairy tale switch up **Purpose** – to make the reader laugh	**Persuasion (Geography)** **Purpose** - believes you are the expert sustainability **Narrative** – (linked to hobbit cave) **Purpose** – to take the reader on an adventure.	**First person narrative** – linked to wonder **Purpose** – to empathise **Explanation –** **Purpose –** reader understands how the mills work	**Recount** – **Purpose** - empathises with a child in a workhouse **Discussion** - Do rich people have a duty to share what they have? **Purpose** -
Word, Sentence & Punctuation Focus *Rainbow Grammar**	**Recap on & embellish simple sentences (main clauses)** **determiner, noun, pronoun, adjective, verb** **Adverbs, Fronted Adverbials & Prepositions**	**Coordination (conjunctions)** **Colons** **Semi-colons**	**Speech** **Ellipsis**	**Subordination** **Adverbial clause** **Non-finite clause**	**Subordination** **Adverbial and non-finite - continued** **Relative clause – Y5** **Brackets** **Dashes**	**Appositive**
Year 4 *Rainbow Grammar*	Begin a sentence with 2 fronted adverbials Slowly but surely, the boy made his way through the haunted house. All day and all night, the wind howled through the old house. Begin a sentence with a linking adverb, separating with a comma The moon shone. However, the sky was as black as pitch.	Join 3 main clauses with a comma and a coordinating conjunction The boy's knees knocked, his skin prickled and his heart pounded in his chest.	When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark "It's dark tonight," the boy said. "Should I go in?" the boy asked. "A ghost!" the boy cried.	Separate an adverbial clause with a comma when it starts a sentence When the boy pushed it, the gate creaked. Use a parenthetic -ing non-finite clause, separating with commas The moon, casting a sickly light over the world, shone with a deathly glow.	Use a subordinate clause at the start and end of a sentence.	Describe a noun or noun phrase with an appositive, separating with commas A spider, a huge hairy-legged beast, sat in the centre of a vast web. The boy pushed the gate, a heavy mass of twisted iron.
Year 5 *Rainbow Grammar*	Begin a sentence with a linking adverb, separating with a comma. Zoom in or out using 3 'when', or 'where' fronted adverbials. Fronted adverbial, fronted adverbial, fronted adverbial, subject predicate stop	Coordinate using 2 different coordinating conjunctions Join two main clauses with a semi-colon Use a colon to introduce and bullet points to demarcate a list The boy carried: ☐a torch ☐a lantern ☐his packed lunch	Use ellipsis to show incompletion The boy opened the door, stepped through and... When at the end of a sentence, capitalise direct speech, separate from the main clause with a comma, and close with a full stop, question mark or exclamation mark. Insert a reporting clause into longer speech.	Begin a sentence with 2 adverbial clauses. Coordinate 2 -ing non-finite clauses. Use an -ed non-finite clause, separating with commas.	Use commas, brackets and dashes for parenthesis Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house. Describe a noun phrase with a relative clause, separating with commas. Coordinate 2 relative clauses.	Coordinate 2 appositives, separating with commas.

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Transcription **Handwriting** Letter-Join*	**Recap** -Gross & fine motor skills: warm-up activities -Correct pencil grip, sitting and paper positions -Diagonal joins -Horizontal joins -Capital letters -Join letters and words to and from the letters: f, k, b and d, w, s, z	**Module 4** -Understand the correct height of ascenders -To write and join the letters bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz correctly.	**Module 5 (Y4)** Year 3-4 spellings: cloze sentences 1-6 **Module 6** -Year 5-6 Spellings: Cloze sentences 1-4 (Year 5)	**Module 5 (Y4)** Year 3-4 spellings: cloze sentences 7-11 (recap for Year 5) **Module 6** -Year 5-6 Spellings: Cloze sentences 5-7 (Year 5)	**Module 6** Dictation exercises: Hansel and Gretel eat cake Shape Poem	**Module 6** Dictation exercises: Hansel and Gretel meet the Witch Haiku Poem
Transcription **Spelling** *No Nonsense**	*Pupils will learn…* *The orthography, morphology and etymology of their spelling words* *Strategies – for learning spellings, spelling at the point of writing, proof-reading*					
Composition **Also refer to Marking & Feedback Policy**	**Before writing:** Identify the specific purpose and audience of writing and know how they are trying to make the audience feel; identify success criteria linked audience, purpose and text type; discuss and improve initial planning ideas with peers. **During writing:** Compose and rehearse paragraphs orally and improve them as they are said out loud; Edit spelling of commonly misspelt words and homophones at the point of writing; **After writing:** Assess own writing against the success criteria (WILF) and identify examples of this; assess a peer's writing against the success criteria (WILF); identify examples of this and give an appropriate next step.		**Before writing:** Note initial ideas, drawing on relevant and useful reading and research where necessary (writing ideas book); draw upon wider reading as models (imitating the style of authors). **During writing:** Improve a paragraph of writing using an editing strip: select appropriate grammar and vocabulary for the text they are composing, understanding that they can manipulate grammatical structures to change and enhance meaning. **After writing:** Suggest a better choice of vocabulary within *sentences and paragraphs;* edit and improve whole pieces of writing using peer editing stations.		**Independent application of all composition skills taught and learned throughout the year.** Perform compositions using appropriate intonation, volume and movement so that meaning is clear.	
Class reader	**The Explorer - Katherin Rundell** **Edward Tulane – Kate Dicamillo**		**The Wonder Brothers – Frank Cottrell Boyce** **City of stolen magic – Nazheen Ahmed Pathak**		**The last bear – Hannah Gold** **The land of road – Jenny Mclachlan**	
<u>Reading</u> Core Shared Reading Text (**<u>fiction</u>**)	The Boy at the Back of the Class – Onjali Q Rauf	Beowulf – Version suitable for Y4	Tyger – S F Said		Wonder – R J Palacio	**Picture book** The Barnabus Project – The Fan Brothers
Non-fiction suggested texts	Art music – if all the world were … Science – Charlie and the chocolate factory		Geography – the promise Science – A journey through our digestive system		History – Street child / Oliver twist Science – You wouldn't want to live without electricity!	
<u>Poetry</u>			Tyger – William Blake		The Listeners – Walter de la Mare	

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Explicit **Fluency*** Focus	Pitch	Power	Pace	Pause	Punctuation	Personality
Comprehension* Skills & Strategies	**Recap** Individual VIPERS s*kills*: Vocabulary Infer Predict Explain Retrieve Sequence / Summarise	**Teach & Practise** -Metacognitive *strategies* for reading: Before – activate prior knowledge & *predict* During – clarify & question After – *Summarise*	**Teach & Practice** -Recognise ways in which writers present points of view in a text, and explain the effect of this. -Respond critically to issues raised in stories, explore alternative courses of action and evaluate the author's solution. -Use of A.P.E	**Teach & Practice** -Use graphic organisers for different purposes, such as cause/effect (multi-flow map), links between characters and themes (double bubble). -Tell the difference between fact and opinion in a text I am reading.	**Teach & Practice** Commenting and reading for pleasure: -Book review and recommendations	**Teach & Practise** Performance of poetry and playscripts
	Once reading comprehension skills and strategies have been explicitly taught using the seven-step approach to modelling independence (EEF), pupils will apply these independently to a range of high-quality texts. Learning will be scaffolded to ensure that all pupils are able to access the whole-class text; pupils' knowledge and understanding will be deepened through questioning and whole-class discussion around characters, plots and themes that promotes empathy.					

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