

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p style="text-align: center;">Year 4 20%-40% 4i (Autumn)</p>	<p><b>Wings 3 Phase 3</b></p>		<p><b>Grammar and Punctuation:</b></p>
	<p><b>Text:</b> Dear Greenpeace – Fiction (1 week)  <b>Link/s:</b> Science/Geography  <b>Reading Focus:</b>            To identify the purpose of a letter.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a letter about an issue about which you feel strongly.</li> <li>To understand the conventions of letter-writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate speech e.g. The conductor shouted, "Sit down!"</li> </ul>
	<p><b>Text:</b> The Search for Tutankhamen – Non-Fiction (1 week)  <b>Link/s:</b> History  <b>Reading Focus:</b>            Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Produce texts which are appropriate to task, reader and purpose.</li> <li>Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes to mark plural possession e.g. The girl's names or the girls' names.</li> <li>Use of commas after fronted adverbial. e.g. Gently, I clean my teeth.</li> <li>Know and use the Grammatical difference between plural and possessive –s</li> <li>Know and use Standard English forms for verb inflections</li> </ul>
	<p><b>Text:</b> Cliffhanger – Fiction (2 weeks)  <b>Link/s:</b> Physical Education  <b>Reading Focus:</b>            Examine the presentation of a character: creating tension.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a new story about Tim.</li> <li>The role of powerful adjectives in creating mind movies.</li> </ul>	<ul style="list-style-type: none"> <li>Using fronted adverbials</li> <li>Use of noun phrases, expanded by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>Use paragraphs to organise ideas around a theme</li> </ul>
	<p><b>Text:</b> George's Marvellous Medicine – Fiction (3 weeks)  <b>Link/s:</b> RRS  <b>Reading Focus:</b>            Prediction/explore authorial style/story structure.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write different parts of the story/ an evaluation of Dahl.</li> <li>To use the suffix -ly with verbs and understand implications.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate uses of pronoun, noun within and across sentences.</li> </ul>
	<p><b>Text:</b> Flat Stanley - Fiction (2 weeks)  <b>Link/s:</b>  <b>Reading Focus:</b>            Summarise text/cause and effect</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write a Retell/To write a story about a different problem.</li> <li>To understand how to punctuate direct speech.</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>ous e.g. poisonous , tremendous, serious.</li> <li>-tion, -sion, -ssion, -cian e.g. invention,, expression, expansion, electrician.</li> </ul>

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	<p><b>Text:</b> How a Book is Made – Non-Fiction (1 week)  <b>Link/s:</b> N/A  <b>Reading Focus:</b>          To explore the language and layout of letters with different purposes.</p> <p><b>Text:</b> Understanding TV – Non-Fiction (2 weeks)  <b>Link/s:</b> N/A  <b>Reading Focus:</b>          To understand of how the target audience affects the selection of language and the tone.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a letter to an author sharing their thoughts about one of the books they have read.</li> <li>To vary sentences for clarity, purpose and effect.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To create an autocue script for a television show.</li> <li>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.</li> </ul>	<ul style="list-style-type: none"> <li>Words with the /k/ sound spelt ch e.g. scheme, chorus.</li> <li>Words ending with /g/ sound spelt –gue e.g. tongue.</li> <li>Words ending with the /k/ sound spelt –que e.g. unique.</li> <li>Words with /s/ sound spelt sc e.g. science, scene.</li> <li>Words with /ay/ sound spelt ei/ eigh / ey e.g. neighbour.</li> <li>Possessive apostrophe with plurals e.g. girls’ , boys’ , babies’.</li> <li>Homophones and near homophones e.g. knot/not – rain / rein / reign.</li> </ul>
<p><i>Year 4</i>  <i>41%-60%</i>  <i>4ii</i>  <i>(Spring)</i></p>	<p><b>Wings 4 Phase 1</b></p> <p><b>Text:</b> The Wreck of the Zanzibar - Fiction (2 weeks)  <b>Link/s:</b> History  <b>Reading Focus:</b>          Sequence of events/chronology/flashbacks.</p> <p><b>Text:</b> The Silver Swan – Fiction (1 week)  <b>Link/s:</b> Science  <b>Reading Focus:</b>          To identify a story setting.</p> <p><b>Text:</b> Titanic and Other Lost Ships – Non-Fiction (1 week)  <b>Link/s:</b> History  <b>Reading Focus:</b>          Deduce, infer or interpret information, events or ideas from texts.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Drafting techniques/newspaper report.</li> <li>Use range of conjunctions/synonyms.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write about a special place you know.</li> <li>Improve cohesion within and between pieces of writing.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Construct paragraphs and use cohesion within and between paragraphs.</li> <li>Write with technical accuracy</li> </ul>	

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	<p><b>Text:</b> Life in Space – Non-Fiction  <b>Link/s:</b> Science/History  <b>Reading Focus:</b>  Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</p> <p><b>Text:</b> Under the Mood and Over the Sea – Poetry (1 week)  <b>Link/s:</b> Culture  <b>Reading Focus:</b>  Identify and understand poetic devices.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To Write a diary entry describing a day in a space station.</li> <li>Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a poem in the style of one of the poems read.</li> <li>To use well-chosen adjectives when writing.</li> </ul>	
<p><i>Year 4</i>  61%-80%+  4iii  (Summer)</p>	<p><b>Wings 4 Phase 2</b></p> <p><b>Text:</b> Greatest Warriors: Knights – Non-Fiction (1 week)  <b>Link/s:</b> History  <b>Reading Focus:</b>  To make inferences about the text.</p> <p><b>Text:</b> Caribbean Poetry – Poetry (1 week)  <b>Link/s:</b> Culture  <b>Reading Focus:</b>  Caribbean poetry and how it is shaped by context of writers.</p> <p><b>Text:</b> Have Your Say – Persuasive Text (1 week)  <b>Link/s:</b> RRS  <b>Reading Focus:</b>  Identify features of persuasive and discursive texts.</p> <p><b>Text:</b> Room 13 - Fiction (4 weeks)  <b>Link/s:</b> Safeguarding/~SKILLSFORLIFE  <b>Reading Focus:</b>  Features of horror/sci fi/adventure/fantasy/build tension.</p>	<p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a letter asking for help.</li> <li>Write sentences written in the singular/plural.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write a poem in the Caribbean style.</li> <li>Use adjectives to reflect intensity of an image in a poem.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>Write a persuasive letter/discursive text.</li> <li>Use connectives to structure a persuasive argument.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>To write horror/sci fi/and fantasy stories using tension.</li> </ul>	

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	<p><b>Text:</b> The Amazing Story of Adolphus Tips – Fiction (3 weeks)  <b>Link/s:</b> History  <b>Reading Focus:</b>            Context/setting/emotions/learning from historical fiction.</p> <p><b>Text:</b> Spooky Poems – Poetry (1 week)  <b>Link/s:</b> Culture  <b>Reading Focus:</b>            Identify mood of poem/poem with different time or culture.</p>	<ul style="list-style-type: none"> <li>• Speech punctuation/adventurous vocab/ adjectives/ tension.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• To write a recount/diary entry/ and a letter.</li> <li>• Adventurous vocabulary/varied sentences/adverbs.</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• To write a spooky poem.</li> <li>• To identify adverbs and their impact on mood and meaning.</li> </ul>	
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## 2020/2021 Coverage to support Planning process

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
<b>Overall Coverage</b>	<p><b>Reading Coverage:</b></p> <p><b><u>Pupils will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader’s interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• Understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>	<p><b>Writing Milestones:</b></p> <ul style="list-style-type: none"> <li>• Able to plan and write for different purposes and a range of audiences, using appropriate genre features.</li> <li>• Organise writing into meaningful paragraphs accurately effectively using presentational devices.</li> <li>• Use dialogue which begins to advance the action.</li> <li>• Describe character, setting and plot with depth.</li> <li>• Use a range of expanded noun phrases.</li> <li>• Use a range of prepositional phrases.</li> <li>• Use a range of adverbial phrases.</li> <li>• Using KS2 punctuation accurately.</li> <li>• Using determiners correctly.</li> <li>• Use the past or present tense and the perfect form accurately as well as 1st/3rd person correctly.</li> <li>• Use apostrophes for possession accurately (inc. irregular plurals).</li> <li>• Spell all words from year 3-4 correctly.</li> <li>• Writing is legible and joined.</li> </ul>

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