



Vocabulary, Grammar and Punctuation Coverage Plan
Year 4
Cycle A

TERM	WEEK	GENRE	OBJECTIVES
A D V E N T	1-4	Non-Fiction <i>(Instructions)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use imperative verbs (bossy) and adverbs. • To use commas in a list. • To use bullet points. • To use headings and subheadings to aid presentation. <ul style="list-style-type: none"> • L.O.7 To be able to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair). • L.O.9 To be able to use fronted adverbials (for example, Later that day, I heard the bad news). • L.O.10 To be able to use commas after fronted adverbials.
	5-8	Narrative <i>(Story with historical setting)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use and punctuate different sentence types: statements, questions, exclamations and commands. • To introduce paragraphs as a way to group related material. • L.O.1 To be able to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • L.O.5 To be able to use paragraphs to organise ideas around a theme. • L.O. 8 To be able to use conjunctions, adverbs and prepositions to express time and cause.
	9-10	Poetry <i>(Exploring Form/ Acrostic)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use nouns, adjectives and noun phrases. • To use verbs and adverbs. • L.O.7 To be able to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair).
	11-14	Non-Fiction <i>Informal Letter</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • L.O.3 To identify consonants and vowels. • L.O.4 To use 'a' or 'an' according to whether the next word begins with a consonant or vowel (for example, a rock, an open box). • L.O. 1. To be able to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when if because, although. • L.O. 5 To be able to use paragraphs to organise ideas around a theme y4 • L.O.6 To be able to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • L.O.11 To be able to use determiners.



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TERM	WEEK	GENRE	OBJECTIVES
L	1-2	Poetry (<i>Shape Poem/ Creating Images</i>)	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To use nouns, noun phrases, verbs, adjectives, adverbs, prepositions. To use alliteration and similes. To recognise word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solves, dissolve, insoluble). L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair).
	3-6	Non-Fiction (<i>Explanation</i>)	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To identify subordinating and coordinating conjunctions. To use headings and subheadings to aid presentation. To introduce paragraphs as a way to group related material. L.O. 1. To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when if because, although. L.O. 5 To use paragraphs to organise ideas around a theme. L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair). L.O.8 To use conjunctions, adverbs and prepositions to express time and cause.
E	7-9	Narrative (<i>Stories set in Imaginary Worlds</i>)	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To introduce inverted commas to punctuate direct speech. To introduce paragraphs as a way to group related material. L.O. 5 To use paragraphs to organise ideas around a theme. L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair). L.O.13 To use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
	9-11	Non-Fiction (<i>Information Leaflet</i>)	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To use headings and subheadings to aid presentation. To recognise and use main and subordinate clauses. L.O. 3 To use Standard English forms for verb inflections instead of local spoken forms (for example: we were instead of we was , and I did instead of I done.) L.O.5 To use paragraphs to organise ideas around a theme. L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. L.O.9 To be able to use fronted adverbials (for example, Later that day, I heard the bad news). L.O.10 To be able to use commas after fronted adverbials.
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TERM	WEEK	GENRE	OBJECTIVES
P E N T E C O S T	1-4	Narrative Myths/Legends	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To recognise singular and plural. • To use apostrophe for singular possession. • L.O. 1. To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when if because, although. • L.O.2 To recognise the grammatical difference between plural and possessive -s • L.O.12 To indicate possession by using the possessive apostrophe with singular and plural nouns (for example, the girl's name, the girls' names). • L.O.13 To use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
	5-7	Non-Fiction <i>(Non-Chronological Report)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To recognise and use main and subordinate clauses. • To use headings and subheadings. • L.O.1 To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • L.O. 3 To use Standard English forms for verb inflections instead of local spoken forms (for example: we were instead of we was , and I did instead of I done.) • L.O.5 To use paragraphs to organise ideas around a theme. • L.O.9 To use fronted adverbials (for example, Later that day, I heard the bad news). • L.O.10 To use commas after fronted adverbials.
	7-10	Narrative <i>Play Script</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To recognise tense (past, present and future) • L.O. 4 To use present perfect form of verbs in contrast to the past tense. • L.O.6 To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • L.O. 8 To use conjunctions, adverbs and prepositions to express time and cause. • L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
	11-12	Poetry <i>Performance</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use nouns, noun phrases, verbs, adjectives, adverbs, prepositions. • To use alliteration and similes. • L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair). <p>REVISIT, REVIEW AND CONSOLIDATE</p>



Vocabulary, Grammar and Punctuation Coverage Plan
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Cycle B

TERM	WEEK	GENRE	OBJECTIVES
A D V E N T	1-4	Narrative <i>Story with a Historical Setting</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To introduce paragraphs as a way to group related material. • L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • L.O. 8 To use conjunctions, adverbs and prepositions to express time and cause. • L.O.9 To use fronted adverbials (for example, Later that day, I heard the bad news). • L.O.10 To use commas after fronted adverbials.
	5-6	Poetry <i>(Exploring Form/ Structured)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use nouns, verbs and adverbs. • L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair).
	7-10	Non-Fiction <i>(Recount – Newspaper Report)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use headings and subheadings to aid presentation. • L.O.1 To extend the range of sentences with more than one clause by using a wider range of conjunctions. • L.O.5 To use paragraphs to organise ideas around a theme. • L.O. 8 To use conjunctions, adverbs and prepositions to express time and cause.
	11-14	Narrative <i>(Character/ Setting Description)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To introduce paragraphs as a way to group related material. • To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • L.O.5 To use paragraphs to organise ideas around a theme. • L.O.6 To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • L.O. 8 To use conjunctions, adverbs and prepositions to express time and cause. • L.O.11 To use determiners.



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Cycle B

TERM	WEEK	GENRE	OBJECTIVES
L	1-2	Poetry (<i>Exploring Form - Cinquain</i>)	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To use nouns, noun phrases, verbs, adjectives, adverbs, prepositions. To use alliteration. To recognise word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solves, dissolve, insoluble). L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair).
	3-6	Narrative (<i>Stories from Other Cultures</i>)	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To use direct speech. To introduce inverted commas to punctuate direct speech. To introduce paragraphs as a way to group related material. L.O.1 To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. L.O.5 To use paragraphs to organise ideas around a theme. L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair). L.O.13 To use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”).
N	7-9	Non-Fiction (<i>Recount – Diary</i>)	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To identify subordinating and coordinating conjunctions. To recognise and use main and subordinate clauses. To introduce paragraphs as a way to group related material. L.O.1 To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. L.O.8 To use conjunctions, adverbs and prepositions to express time and cause. L.O.9 To use fronted adverbials (for example, Later that day, I heard the bad news). L.O.10 To use commas after fronted adverbials.
	10-12	Narrative (<i>Play Script - Traditional Stories</i>)	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> To recognise and use suffixes. To form nouns and adjectives using suffixes. To form nouns using a range of prefixes (for example, super-, anti-, auto-). L.O. 3 To use Standard English forms for verb inflections instead of local spoken forms (for example: we were instead of we was , and I did instead of I done.) L.O.6 To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. L.O.8 To use conjunctions, adverbs and prepositions to express time and cause
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TERM	WEEK	GENRE	OBJECTIVES
P E N T E C O S T	1-2	Poetry <i>(Performance Poetry)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use nouns, noun phrases, verbs, adjectives, adverbs, prepositions. • To use alliteration and similes. • L.O.7 To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, the teacher expanded to: the strict maths teacher with curly hair).
	3-5	Non-fiction <i>(Persuasion - Poster/ Formal Letter)</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To recognise and use main and subordinate clauses. • To use conjunctions (for example, when, before, after, while, so because), adverbs (for example, then, next, soon, therefore) and prepositions (for example, before, after, during, in, because of) to express time and cause. • L.O.2 To recognise the grammatical difference between plural and possessive -s • L.O.12 To indicate possession by using the possessive apostrophe with singular and plural nouns (for example, the girl's name, the girls' names). • L.O.9 To use fronted adverbials (for example, Later that day, I heard the bad news). • L.O.10 To use commas after fronted adverbials.
	6-9	Narrative <i>Adventure/Mystery</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To recognise tense (past, present and future) • To recognise singular and plural. • L.O.4 To use the present perfect form of verbs in contrast to the past tense. • L.O. 8 To use conjunctions, adverbs and prepositions to express time and cause. • L.O.9 To use fronted adverbials (for example, Later that day, I heard the bad news). • L.O.10 To use commas after fronted adverbials.
	10-12	Non-fiction <i>Discussion</i>	<p>CONSOLIDATE:</p> <ul style="list-style-type: none"> • To use bullet points • To group related material into paragraphs • L.O.1 To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • L.O. 4 To use present perfect form of verbs in contrast to the past tense. • L.O. 8 To use conjunctions, adverbs and prepositions to express time and cause. <p>REVISIT, REVIEW AND CONSOLIDATE</p>

