

Year 4 English Curriculum Overview 2026 - 27

We have reviewed our English curriculum in line with the National Curriculum, Ofsted English Research and Review document and the DFE Writing Framework. This is also linked to the St Ann's Oracy Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Outcome	Fact File / Information Text	Setting Description	Setting Description	Diary	Setting Description	Setting Description
	Diary	Character Description	Diary	Letter	Persuasive Writing	Non-Chronological Report
	Fantasy Story	Diary	Persuasive Leaflet	Adventure Story	Information Text	Letter in role
Writing – Transcription	use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing – Composition	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)					

	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Writing – vocabulary, grammar and punctuation	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using fronted adverbials using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials	using conjunctions, adverbs and prepositions to express time and cause using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using fronted adverbials using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive –s	using the present perfect form of verbs in contrast to the past tense using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead
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	using and punctuating direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use of paragraphs to organise ideas around a theme Use of 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!"]	The grammatical difference between plural and possessive –s Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict 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 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor	commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict Use of paragraphs to organise ideas around a theme	nouns The grammatical difference between plural and possessive –s Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of 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!"]	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict 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	of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict Use of paragraphs to organise ideas around a theme
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		shouted, “Sit down!”]				
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Non – Negotiables	Embed Year 3 Non – Negotiables Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases To proof-read for spelling and punctuation errors (guided by teacher and in small, guided groups if needed)	To use conjunctions, adverbs and prepositions to express time and cause proof-read for spelling and punctuation errors	To organising paragraphs around a theme in narratives, creating settings, characters and plot To use commas after fronted adverbials	To know how to use inverted commas and other punctuation to indicate direct speech To assess the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency (use of AIR and adult direction to support this)	To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use of 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!”]
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