Year Group/Phase- Year 4					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1	Class Country – Diary Writing	To listen with increasing attention. To recall a familiar story. To hold a pencil using tripod grip.	***Diary of a Wombat –*** Jackie French ***The Day the Crayons Quit –*** Drew Daywalt ***Goldilocks and the Three Bears -*** Susanna Davidson ***How to Wash a Wolly Mammoth -*** Michelle Robinson ***Jack and the Beanstalk -*** Giuseppe Di Lernia. ***Pirates of Scurvy Sands -*** Jonny Duddle.	S5. To engage in intentful mark making. To listen to others with increasing attention and recall. To use language to express thought and feeling not just as a means to an end. S6. To use language as a means to widen contacts, share feelings, experiences and thoughts. To listen to and respond to others appropriately. To discover a joy in books and to understand that communication can be joyful, meaningful and rewarding, whether by listening to or reading.	Uses simple phrases and own name to refer to self (e.g., "me") and others by name. Begins to develop and use a range of vocabulary to communicate needs, meanings, or preferences. With support, produces some recognisable letters and begins to form some letters correctly. Writes using symbols, signs, or letter shapes with adult support (e.g., picture captions). Demonstrates early awareness of written language structure through exposure and adult modelling.
2	Beat, Band, Boogie - Fiction	To listen with increasing attention. To recall a familiar story. To hold a pencil using tripod grip. To identify "tricky words" (high frequency words) the, no, go, to, is.			Uses simple phrases and own name to refer to self (e.g., "me") and others by name. Begins to develop and use a range of vocabulary to communicate needs, meanings, or preferences. With support, produces some recognisable letters and begins to form some letters correctly. Uses writing for a purpose in role play and classroom contexts. Writes using symbols, signs, or letter shapes with adult support (e.g., picture captions). Engages in intentional mark making and begins to write above or below pictures. Demonstrates early awareness of written language structure through exposure and adult modelling.
3	Mess, Muck, Mixtures - - Fiction	To listen with increasing attention. To recall a familiar story. To identify "tricky words" (high			Demonstrates early awareness of written language structure through exposure and adult modelling. Begins to develop and use a range of vocabulary to communicate needs, meanings, or preferences.

		frequency words) the, no, go, to, is. To practise letter formation.			With support, produces some recognisable letters and begins to form some letters correctly. Uses writing for a purpose in role play and classroom contexts. Writes using symbols, signs, or letter shapes with adult support (e.g., picture captions).
4	Tunnels, Turrets and Towers – Instructions	To identify feelings using Zones of regulation. To open a book turning the pages correctly. To listen with attention. To recall a story. To practise letter formation. To identify up to 5 time conjunctions.			Begins to answer questions and communicates with peers in shared activities. (Using preferred method of communication) Begins to ask simple questions. Takes part confidently in adult-led small group activities. Writes first name independently and letters from own name accurately. Forms some letters with correct orientation and formation, using preferred pencil grip.
5	Scented Garden - Fiction	To identify feelings using the Zones of Regulation. To discuss preferences about a book. To open a book correctly.			Listens with increasing attention and recall during group or story sessions. Communicates using descriptive phrases of up to three words, e.g. “I want big cake.” Attempts to write factual sentences linked to a theme or story (e.g., names, labels). Demonstrates clear writing patterns and attempts to read back own writing. In shared writing, contributes to simple 3-part stories (beginning/middle/end) with support.
6	Lands Ahoy! - Fiction	To identify the beginning, middle, end of a story. To list the main characters.			Listens with increasing attention and recall during group or story sessions. Communicates using descriptive phrases of up to three words, e.g. “I want big cake.” Attempts to write factual sentences linked to a theme or story (e.g., names, labels).

		To use a story snake to write their own story.			Demonstrates clear writing patterns and attempts to read back own writing. In shared writing, contributes to simple 3-part stories (beginning/middle/end) with support.