Layer 3: Coverage Document
Year 4 2025-2026

Literacy Tree

Themes	Curriculum 2014 Objectives / Books	Word Reading		Reading Comprehension																Transcription						Grammar Year 3								Grammar Year 4								Composition									
				Develop positive attitudes to reading and understanding of what they read by:								Understand what they read, in books they can read independently, by:																												Plan their writing by:		Draft and write by:				Evaluate and edit by:			
		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as detailed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are organised in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words that they have read	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Identifying themes and conventions in a wide range of books	Preparing poetry and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Discussing words and phrases that capture the reader's interest and imagination	Recognising some different forms of poetry [for example: free verse, narrative, poetry]	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Asking questions to improve their understanding of a text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying main ideas drawn from more than one paragraph and summarising these	Identifying how language, structure, and presentation contribute to meaning	**Retrieve and record information from non-fiction**	**Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.**	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)	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	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	Use of the perfect form of verbs to mark relationship of time and cause [for example, I have eaten the meal]	Word families based on common roots showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Expressing time, place and cause using conjunctions [for example, when, before, after, while, because, adverbials [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]]	Introduction to paragraphs as a way to group related material	Headings and sub-headings to aid presentation	Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Introduction to inverted commas to punctuate direct speech	The grammatical difference between plural and possessive -s	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 modified adjectives, nouns and prepositional phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)	Fronted adverbials [for example, Later, the teacher read the story aloud.]	Use of apostrophes 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	Apostrophes to mark plural possession [for example, the girls' name, the girls' names]	Use of conjunctions, adverbs, and prepositions to express time and cause	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	Proofread 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**
Taking courage	The Baker by the Sea	✓	✓	✓				✓	✓	✓		✓	✓	✓				✓		✓		✓																		✓	✓								✓		
Taking courage	Shackleton's Journey	✓		✓		✓	✓			✓				✓	✓	✓		✓		✓						✓			✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓		✓	✓		✓		
Darkness & light	The Circus	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓							✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
Darkness & light	The Selfish Giant	✓		✓			✓	✓		✓				✓	✓	✓				✓									✓							✓	✓	✓	✓	✓	✓						✓			
Freedom & flight	The Mermaid of Zennor	✓		✓	✓		✓			✓					✓	✓								✓												✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		
Freedom & flight	FArTHER	✓					✓	✓		✓			✓						✓		✓								✓	✓										✓			✓		✓		✓			
Window to the world	Jabberwocky	✓		✓				✓	✓	✓	✓	✓		✓	✓	✓				✓									✓										✓			✓				✓	✓			
Window to the world	Pride: Story of Harvey Milk & the Rainbow Flag	✓		✓	✓			✓					✓		✓	✓			✓	✓	✓				✓	✓			✓			✓							✓	✓		✓	✓			✓	✓		✓	✓	✓
Unearthing civilisations	Riddle of the Runes	✓	✓				✓	✓		✓				✓	✓									✓	✓				✓					✓					✓		✓	✓	✓		✓	✓		✓	✓	✓
Unearthing civilisations	The Ever-Changing Earth		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓											✓	✓	✓	✓							✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Progress & innovation	Vampires	✓		✓		✓		✓		✓		✓		✓	✓			✓											✓	✓	✓	✓								✓		✓	✓	✓							
Progress & innovation	The Iron Man	✓	✓	✓				✓		✓				✓	✓	✓	✓		✓				✓		✓													✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓