

# Herts for Learning Back on Track: English

## Year 4 Progress Pathway

Week	Unit Pathway	Reading Pathway	Spelling Pathway	Handwriting Pathway
1	<b>Whole School Explore and Engage unit</b>  Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	<b>Starting Point: Assessment for Learning</b>  Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	Pupils are likely to benefit from short sessions of <u>daily</u> word level work during this period.  Consider additional focus sessions for those pupils working significantly below ARE.	Revisit school expectations, appropriate to the year group.  Expect to focus on: formation, including revisiting letter families; joins – according to school policies.  Short regular, discrete sessions are likely to be necessary to re-establish habits.  N.B. Refer to the Handwriting Progression document for Year 4
2			Review r controlled vowel sounds from KS1: ir (/ɜ:/)	
3	<b>Focused English Plan 1</b>  Arthur And The Golden Rope by Joe Todd-Stanton  Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	<b>Refining Judgements:</b>  Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.	Review r controlled vowel sounds from KS1: air (/ɛə/)	
4	<b>Increase support for pupils working below ARE:</b>  Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.	Review Year 2 common exception words and other high frequency words	Review vowel suffixes -ed, -ing: chop, change and double	
5	<b>Buffer Week</b>	<b>Begin Intervention</b>  Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include, the KS1/KS2 Reading Fluency Project).  Prioritise disadvantaged pupils.	Review vowel suffixes -y, -er, est to create adjectives: chop, change and double	
6	<b>Focused English Plan 2</b>  The King Who Banned The Dark by Emily Haworth-Booth  Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	Review consonant suffixes -ment, -ness, -ful, -less		
7	<b>Buffer Week</b>	Review the suffixes -ly and -ally		
8	<b>Buffer Week</b>	Review -tion and -ation endings	Judge whether pupils continue to need	

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9	<b>Focused English Plan 3</b> Biscuit Bear by Mini Grey		Explore -sion and -ssion endings	discrete handwriting sessions.  Increasingly build handwriting expectations into work within English lessons and other written work across the curriculum.
10	Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.		Explore -cian endings	
11	<b>Buffer Week</b>		Focus on vowel digraphs: words from the Y3/4 statutory word list	
12	<b>Whole School Explore and Engage unit 2</b>		Review of prefixes: dis-, mis-, in-, im-, il-, ir-, anti-	
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	<b>Review</b> Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.	Explore more prefixes: sub-, inter-, super-, re-, auto-	
14	<b>Buffer Week</b>	<b>Next steps</b> Consider next steps for pupils who remain working below ARE.	Focus on multi-syllabic words including prefixes and suffixes: words from the Y3/4 statutory word list	
15	<b>Reprioritised Detailed English Plan 1</b> Ancient Myths Collection by Geraldine McCaughrean	Re-run intervention for new group of pupils.	Review the /ɔ:/ sound spelt or, ore, aw and other variations	
16	A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.		Review the /b/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w	
17	<b>Buffer Week</b>		Review words with the /ei/ sound spelt ei, eigh, ey	
18	<b>Reprioritised Detailed English Plan 2</b>		Focus on vowels: words from the Y3/4 statutory word list	
19	The Day I Swapped my Dad for Two Goldfish by Neil Gaimen  A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.		Review homophones	
20	<b>Buffer Week</b>		Explore apostrophes for possession	
21	<b>Love That Book Detailed English Plan</b>		Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)	

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	Leon and The Place Between by Angela McAllister and Grahame Baker-Smith			
22	This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.		Explore the suffix –ous and ious/ eous	
23	<b>Buffer Week</b>		Explore suffixes beginning with vowel letters to words of more than one syllable	