

Year 4 Writing Curriculum Map

Narrative unit (5)

Non-fiction unit (5)

Poetry unit (2)

Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts	Gregory Cool by Caroline Binch Focus: a story based in another culture, dialogue in narrative, development of character Duration: 4 weeks	I Am Not A Label by Cerrie Burnell Duration: 3 weeks	The Paperbag Prince by Colin Thompson Focus: adverbial language to describe a place Duration: 3 weeks	Until I Met Dudley by Roger McGough Explanation Focus: sentence construction and precise world choice Duration: 3 weeks	Interview with a tiger and other clawed beasts too by Andy Seed Focus: humour, writing to convey accurate information through interviews Duration: 3 weeks	Carry Me Away poems by Matt Goodfellow Focus: two animal poems focussing around their characteristics Duration: 3 weeks	Lucky Dip and Voices in the Park Dir. by Emily Skinner and written by Anthony Browne Focus: different viewpoints, giving characters a voice Duration: 3 weeks	A Walk In London by Salvatore Rubbino Focus: securing dialogue and comparing different types of writing. Dual-voiced text Duration: 3 weeks	Myth Atlas by Thiago de Moraes Focus: myths Duration: 3 or 4 weeks	Poetry Pie by Roger McGough Poetry Focus: why is poetry important? Duration: 2 weeks	Book of Bones: 10 Record Breaking Animals by Gabrielle Balkan Duration: 3 weeks	Cinderella of the Nile by Beverly Naidoo Focus: telling traditional tales Duration: 3 weeks
Possible Links to Wider Year 4 Curriculum	Geography - location outside the UK; PSHE	PSHE - resilience, motivation, overcoming adversity	Geography - physical/human, environment	Science or technology	Choice of curriculum links - interview with anything	Science - animal characteristics	PSHE - personalities and first impressions	Geography - location in or out of the UK- Athens?	History - historical periods e.g. Roman/Viking/Greek; Geography - locations outside the UK		Science - animals and habitats	History - ancient Egypt
Independent purposeful writing outcomes	To write a story based on the blueprint of Gregory Cool	To write about an inspiring person who has overcome challenge in their life.	To devise and write a story in a familiar but abandoned setting	To write an imagined and real explanation	To create your own interview with....(could be a person, animal or object)	Write a poem about a chosen animal using some of the poetical devices explored	To write the story of the film from one character's point of view - <i>Voices on the Pier</i>	To write an information text about a place	To write a myth based on a character from one of the cultures in the book	To perform and write poetry	To write own pages to create a class book about an amazing group	Write a new version of Cinderella, including a different setting and 'back story' to the original.

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<p>Grammar and punctuation</p> <p>Covered</p> <p>Light touch</p> <p>Not covered</p>	<p>Verbs</p> <p>Adjectives</p> <p>Power of 3</p> <p>Adverbials</p> <p>Fronted adverbials</p> <p>Speech</p>	<p>Sentence structure: multi-clause sentences using both subordination and coordination</p> <p>conjunctions</p> <p>Listing of clauses and phrases</p> <p>Simple noun phrases</p> <p>Adverbials adding detail including fronted adverbials</p>	<p>Adverbials, fronted adverbials</p> <p>Noun phrases</p> <p>Rich and varied vocabulary</p> <p>Sentences with more than one clause</p> <p>Perfect form</p>	<p>Complex sentences</p> <p>Second person</p> <p>Present tense</p> <p>Wider range of punctuation (brackets and exclamation marks)</p> <p>Expressing time place and cause with conjunctions, adverbs and prepositions</p>	<p>Prepositional phrases: 1) as part of expanded noun phrase to add detail after the noun 2) used adverbially</p> <p>Pronouns to maintain cohesion</p> <p>Using dictionaries for definitions</p>	<p>Noun phrases with pre-modification and post-modification using prepositional phrases</p> <p>Vocabulary: Words and phrases for conveying precise imagery including metaphor, rhyme and alliteration</p> <p>Words and phrases for information linked to non-fiction</p>	<p>Noun phrases - determiners, adjectives, nouns</p> <p>Choice of verbs for precision</p> <p>Dialogue</p>	<p>Dialogue</p> <p>Expanded noun phrases</p> <p>Clauses, complex sentences</p> <p>Commas</p> <p>Speech punctuation</p>	<p>Adverbials-fronted</p> <p>Subordination</p> <p>Cohesion</p>	<p>Vocabulary</p> <p>Similes, figurative language, noun phrases</p> <p>Puns</p> <p>Word play</p> <p>Range of poetry</p> <p>Oral rehearsal (support punctuation)</p>	<p>Conjunctions and clauses</p> <p>Use of pronouns</p> <p>Possessive apostrophe</p>	<p>Prepositional phrases as adverbials</p> <p>Adverbials of time</p> <p>Verbs - past perfect/past simple</p>
<p>Spelling</p>	<p><i>Read Write Inc. spelling programme</i></p>											
<p>Handwriting</p>	<p>Pupils continue to consolidate and secure the 'diagonal' and 'washing line' joins, leading to increased speed and fluency of their joined cursive handwriting. Lined handwriting books are used for work in Year 4 only when necessary for targeted children. Children continue with handwriting practice and use a pen in their written work.</p>											