



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Writing Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Types	<p>Write to entertain *The Matchbox Diary by Paul Fleischman Narrative Descriptive writing</p> <p>Write to entertain Dreamgiver - Literacy Shed – Visual Literacy Character description - “show” don’t tell</p> <p>Write to inform *She shoots, she scores! By Catriona Clarke Match recount</p>	<p>Write to entertain *Talking Turkeys Oracy outcome, performance poetry, leading to written poetry</p> <p>Writing to persuade *One Plastic Bag: Isatou Ceesday and the Recycling Women of Gambia Persuasive letter to encourage recycling and reduce plastic pollution</p> <p>Write to inform Children who changed the World Biography</p>	<p>Write to inform *Shackleton’s Journey by William Grill Letter writing to recount the expedition</p> <p>Write to entertain The Girl Who Stole an Elephant Character Description Narrative</p>	<p>Write to inform Rescuing Titanic by Flora Delargy Newspaper report</p> <p>Write to entertain Rescuing Titanic by Flora Delargy Diary entry</p> <p>Writing to Inform Rescuing Titanic by Flora Delargy Explanation text: Why did the Titanic sink?</p>	<p>Write to entertain *The Nowhere Emporium by Ross Mackenzie Setting description</p> <p>Write to persuade *Amazing Islands by Sabrina M. Weiss Travel brochure – persuade someone to visit the island.</p> <p>Write to persuade *The Great Kapok Tree by Lynne Cherry Speech –written from the POV of an animal pleading with the man to stop destroying their world.</p>	<p>Write to inform *The Great Kapok Tree by Lynne Cherry Non-chronological report about the rainforest</p> <p>Write to discuss *The Great Kapok Tree by Lynne Cherry Should deforestation continue to happen? Balanced Argument.</p> <p>Write to entertain *The Great Kapok Tree by Lynne Cherry 3rd person narrative</p>

'Hooks' into writing expose children to high quality, vocabulary-rich texts or engaging visual stimulus which cover the 3 Cs – Contemporary, Classic & Cultural. Each of the hooks is a vehicle for providing children the opportunity to write a variety of text types which cover the 4 main purposes for writing: to entertain, to inform, to discuss and to persuade.

For progression in genres: Reasons to write and progressions in genres

For progression through spelling and grammar see: [English Appendix 1](#) and [English Appendix 2](#)

Writing	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
<p><u>Spelling</u></p> <p>To use further prefixes and suffixes and understand how to add them (Spelling Appendix <u>3-4</u>)</p> <p>To spell further homophones</p> <p>To spell words that are often misspelt (Spelling Appendix 3-4)</p> <p>To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>To use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>To increase the legibility, consistency and quality of their handwriting</p>	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> 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 <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> 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 <p>To proofread for spelling and punctuation errors</p>	<p><u>To develop their understanding of the concepts by:</u></p> <ul style="list-style-type: none"> 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 using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 <p><u>To indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech <p>To use and understand the grammatical terminology in the <u>English</u> glossary</p>

		<p>To read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>terms accurately and appropriately in discussing their writing and reading.</p>
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