



'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
<b>Suggested Stimuli or Hooks</b>	<p>The Matchbox Diary by Paul Fleischman</p> <p>Dreamgiver- video</p> <p>*She shoots, she scores! By Catriona Clarke</p>	<p>*Talking Turkeys by Benjamin Zephaniah</p> <p>*One Plastic Bag: Isatou Ceesday and the Recycling Women of Gambia</p> <p>Children who changed the World Biography</p>	<p>Shackleton's Journey by William Grill</p> <p>The Girl Who Stole an Elephant</p>	<p>Rescuing Titanic by Flora Delargy</p>	<p>The Nowhere Emporium by Ross Mackenzie</p> <p>Amazing Islands by Sabrina M. Weiss</p>	<p>The Great Kapok Tree by Lynne Cherry</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><b><u>Spelling</u></b></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 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><b><u>Plan their writing by:</u></b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b><u>Draft and write by:</u></b></p>	<p><b><u>To develop their understanding of the concepts by:</u></b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>

<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>		<ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices</li> </ul> <p><b><u>Evaluate and edit by:</u></b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>To proofread for spelling and punctuation errors</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>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4</li> </ul> <p><b><u>To indicate grammatical and other features by:</u></b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>To use and understand the grammatical terminology in the <u>English</u> glossary terms accurately and appropriately in discussing their writing and reading.</p>
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