

# Writing Curriculum Map

## Year 4

Term (Weeks)	Autumn 1 (7)			Autumn 2 (7)	
<b>Shared Reading (Key Text)</b>	The Magic Box by Kit Wright	The Firework Maker's Daughter by Philip Pullman		The Lion, The Witch and The Wardrobe by C.S. Lewis	
<b>Genre and Weeks</b>	<b>Poetry (2)</b>	<b>Narrative Short-Burst Write (1)</b>	<b>Persuasion – Informal (4)</b>	<b>Narrative (5)</b>	<b>Non-Fiction Short-Burst Write (2)</b>
	<b>Type:</b> Repetitive <b>Purpose:</b> To entertain the reader	<b>Type:</b> Wishing tale <b>Focus:</b> Description <b>Purpose:</b> To create a description that the reader can imagine, making it sound real and using it to intrigue	<b>Type:</b> Persuasion (informal) <b>Form:</b> Menu <b>Purpose:</b> To persuade the reader	<b>Type:</b> Portal story (opening and meeting only) <b>Focus:</b> Action <b>Purpose:</b> To generate pace, show how a character acts and reacts and develop atmosphere	<b>Type:</b> Recount <b>Form:</b> Newspaper report <b>Purpose:</b> To recount an event.
<b>Hook (Examples)</b>	Reveal a special box (wrapped in gold with stars on the lid) containing beautiful photographs of the items in Kit Wright's poem and a copy of the poem. Reveal the photographs and discuss. Then read the poem together.	Open a letter from Lila, which includes photographs of some of "Lalchand's fireworks": Crackle Dragons, Leaping Monkeys, Golden Sneezes and Java Lights. My father doesn't want me to become a firework maker. How can I show him that I'm capable so that I can make fireworks like these?	Receive another letter from Lalchand this time: I should never have doubted Lila! The moment that she returns home, I will host a celebration feast for her. Can you help me write the menu?	Decorate the classroom door to look like a wardrobe. When children enter, they find that the classroom has been decorated in a wintery theme (snowflakes on desks and windows etc). Watch clip of Lucy discovering Narnia: <a href="https://www.youtube.com/watch?v=1O8v1yFoAwo">https://www.youtube.com/watch?v=1O8v1yFoAwo</a> . Discuss who she might meet and what she might do there.	As children enter the room, give them a "Junior Journalist" badge and explain their purpose: to report the defeat of the villain that your character met after travelling through the portal. Share ideas for who their villain might be.
<b>Journey (Examples)</b>	<b>Imitation and model text:</b> The Magic Box (original)  <b>Innovation:</b> The Magic Box (teacher's version) – what I will put in the box, what my box looks like, what I will do with my box)  <b>Independent application:</b> The Magic Box (children's versions) – what I will put in the box, what my box looks like, what I will do with my box)	<b>Imitation and model text:</b> N/A  <b>Innovation:</b> Job application form for a cloud sculptor / star catcher (gentle tone)  <b>Independent application:</b> Job application form for a firework maker (switch tone from gentle to daring)	<b>Imitation and model text:</b> Menu for Rambashi's Jungle Grill (chapter 3)  <b>Innovation:</b> Menu for Razvani's Fiery Feast (ember eggs, scorched dragon noodles, sun fire roasted chicken etc).  <b>Independent application:</b> Menu for Lila's Bravery Banquet (royal flame curry, white elephant snowballs, fireflower fizz etc.)	<b>Imitation and model text:</b> Lucy Discovers Narnia (portal device is a wardrobe – opening where Lucy travels through the wardrobe and meets Mr Tumnus)  <b>Innovation:</b> Nancy Discovers The Sky Kingdom (portal device is a frozen pond – write opening as Nancy travels upwards to the clouds and meets Princess Zephyra – a sky whisperer)  <b>Independent application:</b> own portal story (children choose own character, portal device e.g. a hollow tree, a silver compass, a folded map) and who they meet there (e.g. a royal or a mythical creature) to write the opening.	<b>Imitation and model text:</b> N/A  <b>Innovation:</b> Newspaper report about the defeat of the White Witch.  <b>Independent application:</b> Newspaper report about the defeat of children's own villains (relating to their portal story)
<b>Toolkit and Planning Tool (T4W)</b>  <i>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</i>	Generate toolkit based upon cohort-specific needs (what GPS do children need support with?)  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Description  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Persuasion (informal) – PEIA toolkit  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Action  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Recount (newspaper reports) – PEIA toolkit  <b>Planning tool:</b> box up plan

= new GPS (other objectives need regularly revisiting and consolidating)

\* = above what is expected in Appendix 2 of the NC

# Writing Curriculum Map

## Year 4

Term (Weeks)		Autumn 1 (7)			Autumn 2 (7)	
Shared Reading (Key Text)		The Magic Box by Kit Wright	The Firework Maker's Daughter by Philip Pullman		The Lion, The Witch and The Wardrobe by C.S. Lewis	
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell many Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Identify different nouns (compound, proper, abstract, concrete)</p> <p><b>Spell plural and singular nouns correctly – add -s, -es and -ies</b></p>	<p>Spell many Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Spell plural and singular nouns correctly – add -s, -es and -ies</p> <p>Use the present perfect form of verbs instead of the simple past (I have... we have... he has... she has...)</p>	<p>Spell many Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Spell plural and singular nouns correctly – add -s, -es and -ies</p>	<p>Spell many Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Spell plural and singular nouns correctly – add -s, -es and -ies</p> <p><b>Identify and use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition</b></p>	<p>Spell many Year 3 / Year 4 words</p> <p>Determiners – use the forms a / an, depending on whether the word begins with a consonant or a vowel</p> <p>Use the present perfect form of verbs instead of the simple past (I have... we have... he has... she has...)</p> <p>Use the present past form of verbs (I had... we had... he had... she had...)</p> <p>Spell plural and singular nouns correctly – add -s, -es and -ies</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition</p>
	Sentence	<p>Use expanded noun phrases to describe and specify</p> <p><b>Identify and use prepositions to show where something is in relation to something else e.g. on, in, under, inside, outside, in between*</b></p>	<p><b>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</b></p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Use subordination (when, if, that, because, as, although)</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p><b>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</b></p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p> <p><b>Use fronted adverbials e.g. Later that day...</b></p>	<p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p> <p>Use fronted adverbials e.g. Later that day...</p>
	Punctuation	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list <b>and after fronted adverbials</b></p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to show possession (singular nouns)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Begin to use inverted commas to punctuate direct speech</p>
Handwriting (RWI)	<p>Stage 3 – joins (x2 joins per week)</p> <p>Washing line to sister – revise va + vo, wa + wo, ra + ro, rd + rg, fa + fo</p>			<p>Stage 3 – joins (x2 joins per week)</p> <p>Washing line to sister – teach oa + oo and od + og</p>		
Spelling (Ed. Shed)	<p>Stage 4 – Autumn 1</p> <ol style="list-style-type: none"> <li>Step 1 – words that are homophones – accept / except, peace / piece etc.</li> <li>Step 2 – words with the prefix in- meaning not</li> <li>Step 3 – words with the prefixes il-, im- and ir-</li> <li>Step 4 – words with the prefix sub- meaning below or further divided</li> <li>Words with the prefix inter- meaning between or among</li> <li>Challenge words – strength, grammar, calendar, women, appear, straight, interest etc.</li> </ol>			<p>Stage 4 – Autumn 2</p> <ol style="list-style-type: none"> <li>Step 7 – words ending -ation</li> <li>Step 8 – words ending -ation</li> <li>Step 9 – words ending -ly</li> <li>Step 10 – words ending -lly</li> <li>Step 11 – words where ch makes a sh sound</li> <li>Challenge words – favourite, February, knowledge etc.</li> </ol>		

**[Yellow Highlight]** = new GPS (other objectives need regularly revisiting and consolidating)

\* = above what is expected in Appendix 2 of the NC

# Writing Curriculum Map

## Year 4

Term and Weeks		Spring 1 (6)		Spring 2 (6)	
Shared Reading (Key Text)		Krindlekrax by Philip Ridley		The Boy at the Back of the Class by Onjali Q. Rauf	
Genre and Weeks		Non-Fiction Short-Burst Write (2)	Narrative (4)	Non-Fiction Short-Burst Write (1)	Non-Fiction (5)
		<b>Type:</b> Information <b>Form:</b> Report <b>Purpose:</b> To inform the reader.	<b>Type:</b> Defeating the monster <b>Focus:</b> Dialogue <b>Purpose:</b> To create dialogue that sounds real, reflects character and moves action forwards	<b>Type:</b> Recount <b>Form:</b> Diary entry <b>Purpose:</b> To recount an event.	<b>Type:</b> Persuasion (formal) <b>Form:</b> Letter <b>Purpose:</b> To persuade the reader.
Hook (Examples)		"Employ" children as "Ruskin's Researchers" – your challenge is to provide the public with as much information about this crocodilian creature as you can! Let's get to work as we need to learn how to write a text that gives the residents of Lizard Street as much information as possible!	Dialogue Detectives – slowly reveal sections of pictures of a child interacting with a teacher (Matilda and Miss Trunchbull, Matilda and Miss Honey, Ruskin and Mr Lace). Discuss what is happening and what the reaction is. What are the characters feeling? What are they thinking? What are they saying?	Curiously place the "empty chair" in an obvious place in the centre of the room, with a small desk. Avoid discussing it until children begin to question the desk. Then read Chapter 1 together.	Watch the trailer for the production of the novel: <a href="https://youtu.be/AfNFWcmcJI0">https://youtu.be/AfNFWcmcJI0</a> . Pause where the children put their fists together and ask the class what they could be planning to do. Reveal that Alexa, Tom, Josie and Michael decided to write to The Queen for help regarding refugees. Explain the children's challenge: they are going to write to their Local MP to persuade them to help refugees.
Journey (Examples)		<b>Imitation and model text:</b> N/A  <b>Innovation:</b> Information text about dragons  <b>Independent application:</b> Information text about Krindlekrax	<b>Imitation and model text:</b> Chapter from Krindlekrax where Ruskin tells Mr Lace that he wants to be the hero in the school play (reaction – downhearted)  <b>Innovation:</b> Chapter from Krindlekrax where Dad tells Ruskin about how he released Krindlekrax (reaction – shocked)  <b>Independent application:</b> Chapter from Krindlekrax where Ruskin bursts Elvis' ball (reaction – become friends)	<b>Imitation and model text:</b> N/A  <b>Innovation:</b> Diary entry about a trip to the seaside (excited tone)  <b>Independent application:</b> Ahmet's diary entry about his first day at school (fearful tone)	<b>Imitation and model text:</b> Letter to MP persuading them to help with parking issue  <b>Innovation:</b> Letter to MP persuading them to help with safe spaces for children to play in  <b>Independent application:</b> Letter to MP persuading them to support refugees
Toolkit and Planning Tool (T4W) <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small>		<b>Toolkit:</b> Information  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Dialogue  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Recount (diary entry/letter) – PEIA toolkit  <b>Planning tool:</b> box up plan	<b>Toolkit:</b> Persuasion (formal) – PEIA toolkit  <b>Planning tool:</b> text map

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# Writing Curriculum Map

## Year 4

Term and Weeks		Spring 1 (6)		Spring 2 (6)	
Shared Reading (Key Text)		Krindlekrax by Philip Ridley		The Boy at the Back of the Class by Onjali Rauf	
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell many Year 3 / Year 4 words</p> <p>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]</p> <p>Spell plural and singular nouns correctly – add -s, -es and -ies</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition</p> <p>Identify and use possessive pronouns e.g. his, its, their</p>	<p>Spell many Year 3 / Year 4 words</p> <p>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]</p> <p>Use the present perfect form of verbs instead of the simple past (I have... we have... he has... she has...)</p> <p>Use the present past form of verbs (I had... we had... he had... she had...)</p> <p>Learn the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p>	<p>Spell most Year 3 / Year 4 words</p> <p>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]</p> <p>Use the present past form of verbs (I had... we had... he had... she had...)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p>	<p>Spell most Year 3 / Year 4 words</p> <p>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]</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Spell words with endings - -sure, -ture, -sion</p>
	Sentence	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect e.g. Because of its size,...</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect e.g. As he spoke, his eyes filled with tears.</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place e.g. yesterday, last week, twice a week, when, before / because, therefore, consequently, quickly, with a smirk, in the playground, next to the castle)</p>
	Punctuation	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p>
Handwriting (RWI)	Stage 3 – revise joins (x2 per week) depending on cohort's needs		Stage 3 – revise joins (x2 per week) depending on cohort's needs		
Spelling	Stage 4 – Spring 1 1. Step 13 – words ending -sion		Stage 4 – Spring 2 1. Step 19 – words where 'au' makes an or sound		

= new GPS (other objectives need regularly revisiting and consolidating)

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# Writing Curriculum Map

(Ed. Shed)	2. Step 14 – words ending -ous 3. Step 15 – words ending -ous 4. Step 16 – words where a suffix is added to words ending in y 5. Step 17 – words ending in -ious and -eous 6. Step 18 – challenge words e.g. although, breath, thought, business	2. Step 20 – words ending in -tion 3. Step 21 – words ending in -sion 4. Step 22 – words ending in -cian 5. Step 23 – words that are adverbs of manner 6. Step 24 – challenge words e.g. surprise, separate, height, through		
<b>Year 4</b>				
<b>Term and Weeks</b>	<b>Summer 1 (5)</b>		<b>Summer 2 (7)</b>	
<b>Shared Reading (Key Text)</b>	Charlotte's Web by E.B. White		Charlotte's Web by E.B. White	
<b>Genre and Weeks</b>	<b>Narrative Short-Burst Write (1)</b>	<b>Narrative Short-Burst Write (1)</b>	<b>Narrative (3)</b>	
	<b>Type:</b> Part of a change story <b>Focus:</b> Characterisation <b>Purpose:</b> To create characters that sound real and that the reader can imagine	<b>Type:</b> Part of a change story <b>Focus:</b> Setting <b>Purpose:</b> To create a setting that the reader can imagine, which sounds real and has atmosphere	<b>Type:</b> Change story <b>Focus:</b> Description <b>Purpose:</b> To create a description that the reader can imagine, making it sound real and using it to intrigue	
<b>Hook (Examples)</b>	Author research: tell the children their challenge (to write a story with a farmyard setting and farmyard characters).  Arrange for children to "interview" younger children from EYFS to find out what farmyard creatures they would like to read about.	Now let's create our setting for our younger readers.  Play "Where am I?" revealing clues about places on the farm where a character might reside.	Share the date that has been booked for Year 4 children to read their stories to younger children in EYFS. Are you ready to plan and write your own farmyard story?	
<b>Journey (Examples)</b>	<b>Imitation and model text:</b> N/A  <b>Innovation:</b> character description of Wilbur  <b>Independent application:</b> character description of own farmyard character who might be sent away for some reason (goose, horse etc.)	<b>Imitation and model text:</b> N/A  <b>Innovation:</b> setting description of a barn  <b>Independent application:</b> setting description of the place on the farm where their character lives (pond, stable etc.)	<b>Imitation and model text:</b> simplified version of Charlotte's Web (following change story structure)  <b>Innovation:</b> own change story, based upon farmyard creatures e.g. Clara's Empty Nest (Clara the hen was once the best singer in the barn. Now, she's getting older and no longer lays eggs. When the farmer considers sending her away, the young chicks rally to save her: by staging a farmyard concert that proves Clara's true talent isn't her eggs but her voice).  <b>Independent application:</b> own change story, based upon farmyard creatures (why they are being sent away, who helps them, how they are celebrated)	<b>Imitation and model text:</b> How Your Digestive System Works  <b>Innovation:</b> The Life Cycle of a Spider  <b>Independent application:</b> explanation text about own chosen animal's life cycle
<b>Toolkit and Planning Tool</b> <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for</small>	<b>Toolkit:</b> Characterisation  <b>Planning tool:</b> shared box up plan	<b>Toolkit:</b> Settings  <b>Planning tool:</b> shared box up plan	<b>Toolkit:</b> Description  <b>Planning tool:</b> box up plan	
			<b>Toolkit:</b> Information  <b>Planning tool:</b> shared box up plan	
				<b>Toolkit:</b> Kenning, then haiku <b>Purpose:</b> To entertain the reader  Play "What am I?" – give children kennings and ask them to guess which animal you are. Children then write their own for their chosen animal (either farmyard or the one they chose for their life cycles explanation).
				<b>Imitation and model text:</b> Haiku about a spider  <b>Innovation:</b> Haiku about a pig  <b>Independent application:</b> Haiku about own chosen animal
				Generate toolkit based upon cohort-specific needs (what GPS do children need support with?)  <b>Planning tool:</b> box up plan

= new GPS (other objectives need regularly revisiting and consolidating)

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# Writing Curriculum Map

GPS: Journeys must reflect the GPS objectives below.

## Year 4

Term and Weeks		Summer 1 (5)			Summer 2 (7)	
Shared Reading (Key Text)		Charlotte's Web by E.B. White			Charlotte's Web by E.B. White	
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell most Year 3 / Year 4 words</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell words with endings - -sure, -ture, -sion</p> <p>Spell words with endings which sound like -tion, -sion, -ssion and -cian</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Cohesion – maintain tenses, use pronouns or nouns appropriately, use conjunctions and use adverbials</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell words with endings - -sure, -ture, -tion, -sion, -ssion and -cian</p> <p>Spell using the suffix -ation</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Cohesion – maintain tenses, use pronouns or nouns appropriately, use conjunctions and use adverbials</p> <p>Identify and secure:</p> <ul style="list-style-type: none"> <li>Noun / adjective / verb (in different tense forms)</li> <li>Determiners</li> <li>Prepositions</li> <li>Possessive pronouns</li> </ul>	<p>Spell most Year 3 / Year 4 words</p> <p>Join a noun and a verb or a noun and a noun with a hyphen* e.g. web-weaver, ceiling-creeping*</p> <p>Compound words e.g. butter+fly = butterfly, blue+berry = blueberry</p> <p>Monosyllabic / polysyllabic words</p> <p>Identify and secure:</p> <ul style="list-style-type: none"> <li>Spelling with suffixes</li> <li>Spelling with prefixes</li> <li>Homophones / near homophones</li> </ul>
	Sentence	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP)</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP)</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place e.g. yesterday, last week, twice a week, when, before / because, therefore, consequently, quickly, with a smirk, in the playground, next to the castle)</p> <p>Identify and secure:</p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Prepositional phrases</li> <li>Main clause (can you use a coordinating conjunction?)</li> <li>Subordinate clause (where is the subordinating conjunction?)</li> <li>Adverbials</li> </ul>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher → the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place e.g. yesterday, last week, twice a week, when, before / because, therefore, consequently, quickly, with a smirk, in the playground, next to the castle)</p> <p>Identify and secure:</p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Prepositional phrases</li> <li>Main clause (can you use a coordinating conjunction?)</li> <li>Subordinate clause (where is the subordinating conjunction?)</li> <li>Adverbials</li> </ul>	<p>Identify and secure:</p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> </ul>
	Punctuation	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p> <p>Identify and secure:</p> <ul style="list-style-type: none"> <li>Plural possessive apostrophes</li> </ul>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p> <p>Identify and secure:</p> <ul style="list-style-type: none"> <li>Plural possessive apostrophes</li> </ul>
Handwriting	Stage 3 – revise joins (x2 per week) depending on cohort's needs			Stage 3 – revise joins (x2 per week) depending on cohort's needs		

= new GPS (other objectives need regularly revisiting and consolidating)

\* = above what is expected in Appendix 2 of the NC

# Writing Curriculum Map

(RWI)		
<b>Spelling (Ed. Shed)</b>	Stage 4 – Summer 1 1. Step 25 – words that are homophones e.g. who’s / whose, affect / effect, here / hear, scene / seen 2. Step 26 – words spelled c before ie 3. Step 27 – words containing sol and real 4. Step 28 – words containing phon and sign 5. Step 29 – words with the prefixes super-, anti- and auto- and Step 30 – words with the prefix bi-	Stage 4 – Summer 2 1. Step 31 – challenge word e.g. accident, eighth, actually, occasion etc. 2. Step 32 – words that are plurals with possessive apostrophes 3. Step 33 – revision words e.g. expression, group, bicycle, supermarket 4. Step 34 – revision words e.g. incorrect, illegible, subject, international 5. Step 35 – revision words e.g. brochure, tension, penniless 6. Step 36 – revision words – separate, unexpectedly, microphone

 = new GPS (other objectives need regularly revisiting and consolidating)  
 \* = above what is expected in Appendix 2 of the NC