



English Writing Curriculum Map

Class 4 – Autumn Term 2023-2024

In no particular order apart from Bridging Unit

Topic	Curriculum Objectives	
	Year 4	Year 5
<p>Non-Fiction – Loch Ness Monster</p> <p>Information text: article for a children’s magazine Information text: infographic for a children’s magazine</p> <p>3 weeks</p>	<ul style="list-style-type: none"> Use commas to mark clauses in complex sentences (using Y3 skill – using a range of conjunctions) Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction (magazines) Use paragraphs to organise writing in non-fiction texts. Use organisational devices in non-fiction writing, e.g. captions, text boxes. Proofread to check for errors in spelling, grammar and punctuation. Improve writing in light of evaluation. 	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Ensuring the consistent and correct use of tense throughout a piece of writing Using semi-colons, colons or dashes to mark boundaries between independent clauses
<p>Narrative</p> <p>3 weeks</p>	<p>Plan their writing by:</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 - using the present perfect form of verbs in contrast to the past tense using and punctuating direct speech 	<ul style="list-style-type: none"> Recommending books that they have read to their peers, giving reasons for their choices In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Using commas to clarify meaning or avoid ambiguity in writing
<p>Non-fiction - Biographies & Autobiographies</p> <p>3 weeks</p>	<ul style="list-style-type: none"> Use nouns for precision Create complex sentences with adverb starters Use apostrophes for singular and plural possession Using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Noting and developing initial ideas, drawing on reading and research where necessary Assessing the effectiveness of their own and others’ writing



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		<ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or with an Implied (i.e. omitted) relative pronoun
<p>Poetry Vocabulary building Cinquains</p> <p>2 weeks</p>	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Identifying how language, structure, and presentation contribute to meaning Generate and select from vocabulary banks Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	
<p>Narrative Suspense and Mystery</p> <p>4 weeks</p>	<ul style="list-style-type: none"> Use nouns for precision Create complex sentences with adverb starters Use apostrophes for singular and plural possession Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Reading books that are structured in different ways and reading for a range of purposes Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
<p>Spellings</p>	<p>Suffixes: ness/ful/less/ly/ment/en/ive/er/ed/i ble/able/shun</p> <ul style="list-style-type: none"> Homophones Apostrophe for contraction and possession Contractions <p>Prefixes: auto//anti/trans/di s/circ/tele/super/</p>	<ul style="list-style-type: none"> Cious tious cial tial ant/ance/ancy tion/sion
<p>Grammar</p>	<ul style="list-style-type: none"> Nouns + Pronouns Third person/First person Tenses Fronted adverbials Direct speech ☑ Paragraphs 	<ul style="list-style-type: none"> Relative clauses/pronouns Standard/non-standard English Articles, prepositions and pronouns