



English Writing Curriculum Map
Class 4 – Spring Term 2 - 2023-2024
In no particular order

Topic	Curriculum Objectives	
	Year 4	Year 5
<p>Non-Fiction – Persuasion</p> <p>Suggestion - 2 weeks</p>	<ul style="list-style-type: none"> • Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction • 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. • Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. 	<ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, identifying how language, structure and presentation contribute to meaning • Demarcate complex sentences using commas in order to clarify 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 Play-Scripts</p> <p>Suggestion - 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 • explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. • use nouns for precision, e.g. burglar rather than man, bungalow rather than house. 	<ul style="list-style-type: none"> • In narratives, describing settings, characters and atmosphere and integrating dialogue (as a playscript) 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>Poetry Poetry for performance – improving oracy</p> <p>Suggestion – 1 week</p>	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<ul style="list-style-type: none"> • Use appropriate intonation and volume. • Add movement. • Ensure meaning is clear.
<p>Spellings</p>	<ul style="list-style-type: none"> • Use further prefixes, e.g. in- , im- , ir-, sub-, inter-, super-, anti-, auto-. • Use further suffixes, e.g. -ation, -tion, -ssion, • -cian. 	<ul style="list-style-type: none"> • Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. • Recognise and spell words ending in -ant, • -ance/-ancy, -ent, -ence/-ency.



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Grammar	<ul style="list-style-type: none">• Embed apostrophes to mark contracted forms and introduce apostrophes for possession.	<ul style="list-style-type: none">• Apostrophes to mark singular and plural possession e.g. the girl's name (singular possession), the boys' boots (plural possession)
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