



English Writing Curriculum Map
Class 4 – Summer Term- 2023-2024 (12 weeks)
In no particular order

| Topic | Curriculum Objectives | |
|--|---|---|
| | Year 4 | Year 5 |
| <p>Narrative Stories with historical settings Linked to Ancient Greece – these could include myths, legends or fables (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 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 Identify and use commas to indicate parenthesis, Ensure consistent and correct use of tense throughout a piece of writing. |
| <p>Poetry – Classic poems Eg The Highwayman (2 weeks)</p> | <ul style="list-style-type: none"> listening to and discussing a wide range of poetry that are structured in different ways identifying themes and conventions in a wide range of books /learning the grammar for years 3 and 4 (all poetry units) 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. | <ul style="list-style-type: none"> Use appropriate intonation and volume. Add movement. Ensure meaning is clear. |
| <p>Non-fiction: Recounts: newspapers and magazines (3 weeks) Example Texts: The true story of the three little pigs by John Scieszka & Lane Smith</p> | <ul style="list-style-type: none"> Read and analyse non-fiction in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction Generate and select from vocabulary banks Group related material into paragraphs. Use headings and sub headings to organise information. | <ul style="list-style-type: none"> Ensure consistent and correct use of tense throughout a piece of writing. Use organisation and presentational devices e.g. underlining, bullet points, headings. |
| <p>Narrative Novels and stories by significant children’s authors Eg Michael Morpurgo (3 weeks)</p> | <ul style="list-style-type: none"> Identify, select and effectively use pronouns. Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. Explore, identify, collect and use noun phrases e.g. the crumbly | <ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. Use expanded noun phrases to convey complicated information concisely. |



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| | <p>cookie with tasty marshmallow pieces.</p> <ul style="list-style-type: none"> 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. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. | <ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably. Identify and use commas to indicate parenthesis, Identify and use brackets to indicate parenthesis Identify and use dashes to indicate parenthesis, e.g. in less formal writing Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. |
| <p>Poetry: Creating Images (1 week)</p> | <ul style="list-style-type: none"> listening to and discussing a wide range of poetry that are structured in different ways identifying themes and conventions in a wide range of books /learning the grammar for years 3 and 4 (all poetry units) 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. | <ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas |
| <p>Spellings</p> | <p>Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus.</p> <p>Identify and spell words with the /j/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine.</p> <p>Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique.</p> <p>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene</p> | |
| <p>Grammar</p> | <p>Embed apostrophes to mark contracted forms and introduce apostrophes for possession (Year 4)</p> <p>Apostrophes to mark singular and plural possession e.g. the girl's name (singular possession), the boys' boots (plural possession)</p> <p>Use of commas to clarify meaning or avoid ambiguity (e.g. embedded clause, complex sentence)</p> <p>Brackets, dashes or commas to indicate parenthesis</p> | |
| <p>Reading Focus: Stories from other countries and cultures</p> | | |