

Year 4 Writing Curriculum Map



Year Group	Talk for Writing Unit (Fiction)	Poetry	SPAG		Talk for Writing Unit (Non-fiction)	SPAG
Autumn 1				Autumn 2		
Y4 Writing Focus	<p>Fiction</p> <p>Model text: <i>Extracts from Kensuke's Kingdom</i></p> <p>Story pattern: <i>Loss/Exploration/discovery</i></p> <p>Focus: Settings/ Characterisation and balanced arguments.</p> <p>Oracy: Balanced argument developed orally. Children to talk their argument before they write it.</p>	<p>Poetry</p> <p>Model text: Haiku Poems</p> <p>Focus: Style/language</p> <p>Oracy: Performance of Haiku poetry, including active listening. Does the poem meet the Haiku rules?</p>	<p>SPAG</p> <p>Pronouns</p> <p>Possessive Apostrophes</p> <p>conjunctions</p> <p>Fronted adverbials</p>	<p>Fiction</p> <p>Model Text – Extracts from Friend or Foe</p> <p>Story pattern: dilemma</p> <p>Focus: <i>characterisation/ dilemma writing</i></p> <p>including Diaries and Letters</p> <p>Oracy: Opportunity to read letters and diaries aloud - explore emotion within them.</p>	<p>Non-fiction</p> <p>Model Text: WW2 Propaganda posters Text type: Persuasive adverts</p> <p>Focus: persuasive language</p> <p>Model text: WW2 recipes/gas masks etc. Text type: Instructions</p>	<p>SPAG</p> <p>Imperative verbs</p> <p>conjunctions</p> <p>Fronted adverbials</p> <p>Past tense (revision)</p> <p>First/third person (revision)</p>
Spring 1				Spring 2		
Y4 Writing Focus	<p>Fiction</p> <p>Model text: <i>Zelda Claw and the Raincat</i></p> <p>Story type: Tale of fear</p> <p>Focus: setting scene, suspense writing, adverbials</p>	<p><i>Stories from other cultures – Maya myths/legends</i></p> <p><i>Model text: extracts from The Rain maker</i></p> <p><i>The Hero Twins</i> <i>Focus: Dialogue</i></p>	<p>Poetry</p> <p>Model text: <i>My Magic Box</i> by Kit Wright</p> <p>Focus: Free verse/ Language play</p> <p>Oracy: Performing poetry.</p>	<p>Fiction</p> <p>Max and the Millions</p> <p>Familiar setting & Imaginary world losing tale</p> <p>Focus: Setting, characterisation, dialogue</p> <p>Oracy: Dialogue aloud. Structure of organisation of talk. How is this different in different situations? What do we alter? (ie. tone, formality, slang).</p>	<p>Non-Fiction</p> <p>USA</p> <p>Information leaflets</p>	<p>Direct Speech</p>
Summer 1				Summer 2		

Year 4 Writing Curriculum Map



<p>Y4 Writing Focus</p>	<p>Fiction/ Playscripts</p> <p>Main text: Theseus and the Minotaur</p> <p>Focus: Features of a playscript</p> <p>Oracy: Drama - performance and drama games such as hot seating.</p>	<p>Non-Fiction/Cross curricular</p> <p>Ancient Greek soldiers (Hoplites)</p> <p>Short burst writing</p> <p>Persuasive letter</p> <p>Focus: persuasive language</p> <p>Newspaper report</p> <p>Focus: recount style /vocab</p>	<p>Direct speech</p> <p>Past tense</p>	<p>Non-fiction</p> <p>Information Text T4W Rivers of Life</p>	<p>Poetry</p> <p>River/water poetry</p> <p>Short burst writing</p> <p>Focus: Descriptive language</p> <p>Focus: Information Text</p>	
-----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------	-----------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	--

Read Write Inc Spelling

To be used alongside the TfW progression document and Alan Peat sentence progression.