

## Year 4 Writing Knowledge and Skills Curriculum Map

In every unit of writing lessons, children will be taught and continue to practise the following:

**Plan** their writing by:

- 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.

**Draft** and **write** by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;
- organising paragraphs around a theme;
- in narratives, creating settings, characters and plot;
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings].

**Evaluate** and **edit** by:

- assessing the effectiveness of their own and others' writing and suggesting improvements;
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors.

**Read their own writing aloud** to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Skills are cumulative across the year and will be repeated and practised in many contexts. The following curriculum map outlines when specific knowledge and skills will be taught however each unit will often also practise previously taught skills in order to embed them. For example, direct speech is taught in Autumn 1 but will be practised and revisited in narratives throughout the year.

Handwriting, spelling and reading skills are also taught and practised within writing units but more explicitly taught in other lessons dedicated solely to these aspects.

Autumn 1	Spring 1	Summer 1
<p>Wild Robot Narrative:</p> <ul style="list-style-type: none"> <li>using fronted adverbials;</li> <li>using commas after fronted adverbials;</li> <li>gaining a rich and varied vocabulary through figurative language;</li> </ul> <p>Thomas Edison and Katherine Johnson Biography:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions;</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition;</li> <li>Features of a biography.</li> </ul>	<p>Macbeth Persuasive Speech:</p> <ul style="list-style-type: none"> <li>Using conjunctions for cohesion within paragraphs;</li> <li>indicating possession by using the possessive apostrophe with plural nouns;</li> <li>features persuasive writing and rhetoric.</li> </ul> <p>Greek Myth Narrative:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although;</li> <li>using and punctuating direct speech;</li> <li>features of a myth.</li> </ul>	<p>Plastic Waste Persuasive Letter:</p> <ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense;</li> <li>using adverbs to express time, cause and point of view;</li> <li>features of persuasion.</li> </ul> <p>Dionne Brand Weather Poetry:</p> <ul style="list-style-type: none"> <li>gaining a rich and varied vocabulary through figurative language;</li> <li>features of different forms of poetry.</li> </ul>
Autumn 2	Spring 2	Summer 2
<p>Frankenstein Suspense Narrative:</p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to the strict maths teacher with curly hair</i>);</li> <li>using possessive pronouns;</li> <li>using determiners in different sentence types;</li> <li>using conjunctions to express cause;</li> <li>using and punctuating direct speech;</li> <li>features of suspense narrative.</li> </ul> <p>A Christmas Carol Epilogue:</p> <ul style="list-style-type: none"> <li>creating settings with rich and varied vocabulary;</li> <li>using figurative language;</li> <li>features of an epilogue.</li> </ul>	<p>Windrush Diary:</p> <ul style="list-style-type: none"> <li>creating cohesion between paragraphs;</li> <li>using conjunctions, adverbs and prepositions to express time and cause;</li> <li>features of a diary.</li> </ul> <p>The True Story of the Three Little Pigs Newspaper Report:</p> <ul style="list-style-type: none"> <li>using and punctuating direct speech;</li> <li>creating cohesion in paragraphs by organising ideas around a theme;</li> <li>features of a newspaper report.</li> </ul>	<p>Digestive System Explanation Text:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although;</li> <li>using adverbs to express cause;</li> <li>features of an explanation text.</li> </ul> <p>Transition Projects:</p> <ul style="list-style-type: none"> <li>combining and applying skills and knowledge in writing from across the year.</li> </ul>