



Heartwood Federation Writing Curriculum Map

Autumn Year 4

Y4	Autumn 1		Autumn 2	
	Fiction: writing to entertain	Spaced Learning	Non-fiction: writing to inform	Spaced Learning
Text type	First person narrative	Persuasive Letter	Non-chronological report	Explanation Text
Writing outcome	First person narrative	Persuasive letter	The Gorm information report	Explanation text
Model text	When Life Gives You Mangoes		Podkin non-chron report	
SPAG focus	Fronted adverbials and commas after these <i>Hastily, he ran away/ During the night</i> Personal pronouns to avoid repetition: I, me, we, they, he, she... <i>Revisit: Simple, expanded noun phrases, eg. the stormy sea, its bristly whiskers</i> <i>Speech punctuation: inverted commas, commas before closing speech, end of speech punctuation</i>		Possessive apostrophe including plural <i>Podkin's family/ The family's warren/ The rabbits' warren</i> Subordinating conjunctions/ subordinate clause/ main clause Nouns & pronouns for cohesion Revisit: Expanded noun phrases	



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Explicit terminology to be taught	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Fronted adverbial Comma Clause, phrase Personal pronoun Expanded noun phrase (determiner, adjective, noun)		Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Possessive apostrophe Main clause Subordinate clause Subordinating conjunction	
Class novel/text	When Life Gives You Mangoes		Podkin One Ear by Kieran Larwood	

Autumn Term			
Spelling	Handwriting	Punctuation	Grammar
Pupils should be taught using Essential Spelling and Word Knowledge Units 1-12	<i>Ensure that children with weak dexterity and grip have the opportunity to use finger gym or warm up activities prior to handwriting sessions in order to improve strength and stamina for writing.</i> Teachers must: Reference Handwriting Policy and school handwriting scheme Pupils should be taught to: Follow the 4 Ps rule: Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pencil: Hold the pencil or pen comfortably using a tripod grip. Pressure: Pressure should be moderate and not too tight.	Revise and ensure accuracy: - Use capital letters and full stops consistently - Use capital letters for proper nouns - Use capital letters for the personal pronoun 'I' - Use apostrophes for contraction - Use possessive apostrophes for singular regular nouns - Use question marks and exclamation marks correctly - Use commas for lists - Use inverted commas to demarcate speech - Use commas alongside inverted commas to correctly punctuate speech	Pupils should be taught to: - Be increasingly secure in using and understanding word classes e.g. <i>noun, adjective, verb, adverb</i> - Identify the subject and verb within an active sentence e.g. <i>The girl was washing the dog (active) as opposed to The dog was being washed by the girl (passive)</i> - Use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time when relating events in a piece of writing - Understand how to use most coordinating conjunctions (<i>and, but, or, yet, so</i>) - Understand how to use and increasing range of subordinating conjunctions (<i>if, since, as, although, while, after, before, until and because</i>)



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	• Use the diagonal and horizontal strokes that are needed to join • Increase the legibility, consistency and quality of their handwriting e.g. <i>downstrokes are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</i>		• Extend the range of sentences with more than one clause by using a wider range of these conjunctions • Choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition • Create/ identify expanded noun phrases (<i>two purposeful adjectives & noun</i>) • Understand and use verb inflections <i>was/ were, etc.</i> • Revise different sentence types: <i>command, question, statement, exclamation</i> • Revise formation of past, present and future tense
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