



Heartwood Federation Writing Curriculum Map

Spring Year 4

Y4	Spring 1			Spring 2	
Text type	Recount	Poetry	Spaced Learning	Fiction	Spaced Learning
Genre	Diary entry based on <i>The Boy at the Back of the Class</i>	Haiku, Tankas and Cinquains	First person narrative	Adventure story	Non-chronological reports
Writing outcome	Anne Frank	Poems		Short, action spy story	
Model text	Recount			Mission Impossible T4W text/ Alex Rider Stormbreaker	
SPAG focus	Prepositions to denote a place, in the form of adverbials; I found a dusty book in the library/ In the library, I found a dusty book.			4-point check Use inverted commas correctly with the correct punctuation (.,?!). Follow the new speaker, new line rule.	
Oracy	Talk partners, collaborative work	Performance poetry		Talk partners, reading words that are spoken aloud	
Composition	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Organise paragraphs around a theme. Create settings, characters and plot in narratives. Use simple organisational devices such as headings and sub-headings.			Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.	
Explicit terminology to be taught	Preposition Adverbial	Haiku Tanka Cinquain Syllable		Inverted commas Speech marks	
Class novel/ text	The Boy at the Back of the Class – Onjali Q. Rauf				



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Spring Term			
Spelling	Handwriting	Punctuation	Grammar
Pupils should be taught using Essential Spelling and Word Knowledge Weeks 13-25	<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. - Use the diagonal and horizontal strokes that are needed to join - Increase the legibility, consistency and quality of their handwriting <i>e.g. downstrokes are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</i>	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, question marks or exclamation marks alongside inverted commas to correctly punctuate speech - Use commas after fronted adverbials	Pupils should be taught to: - Be increasingly secure in using and understanding word classes <i>e.g. noun, adjective, verb, adverb</i> - Identify the subject and verb within an active sentence <i>e.g. 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>) - 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 - Use fronted adverbials with commas after these



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