



Heartwood Federation Writing Curriculum Map

Summer Year 4

Y4	Summer 1		Summer 2	
Text type	Non-Fiction	Spaced Learning	Fiction	Spaced Learning
Genre	Persuasion	Narrative	Portal story	Report
Writing outcome	Letter to ??? to save the Elephants WWF	Based on Y3 Spring 2 (Edward Tulane)	Short Portal story/ extract	Based on Y3 Summer 1
Model text				
SPAG focus	Adverbs of manner: Incidentally/ Generally/ Additionally Expanded noun phrases inc 2 adjectives, determiner and noun) Consistent use of nouns/ pronouns to avoid repetition	Introduction of speech punctuation <i>"Can I have a drink please?" asked Dan.</i>	Subordinating conjunctions i.e. if, because, when, unless and at the start of a sentence Subordinate clause/ main clause Expanded noun phrases within complex sentences: prepositional phrases to express time and change in shift of time: Before lunch, we visited the exquisite rainforest display/ The strict teacher with curly hair. <i>Revisit:</i> <i>Prepositions to express time (towards/since/ until/before/after etc) and to show order of events</i> <i>Expanded noun phrases</i> <i>Past progressive tense: he was sitting,</i> <i>Appropriate choice of pronoun or noun</i>	Adverbs of time, manner and place <i>Usually, Normally, Occasionally, Interestingly</i>
Terminology to be explicitly taught	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears main clause determiner subordinating conjunction pronoun noun adverbs noun phrase		Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Direct speech Inverted commas Speaker simple/ progressive present/ past Clause, main clause, subordinate clause subordinating conjunction	



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Link writing texts		The secret garden
Class novel/ text	The Girl Who Stole an Elephant	Cloud Busting

Summer Term			
Spelling	Handwriting	Punctuation	Grammar
Pupils should be taught using the Spelling Shed scheme Stage 4 Weeks 31-36 Plus revision	<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 3 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 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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	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 should be moderate and not too tight.		
English Gov.uk - Appendix 2 Vocabulary, grammar and punctuation			