

Year 4 (2024-2025) – English Curriculum Map

Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Writing	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: 'How to be an awesome Primley Pupil' Purpose: To inform Audience: Children and Parents at Primley Wood Form: Instructions</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify prepositions. To use prepositions to add detail and cohesion. (next to, before, during, after, in, because of, underneath, with) To create cohesion by showing how one event leads to another. (using appropriate conjunctions and adverbials) <p>To use non-fiction organisational devices. (numbered lists, bullet)</p> <p>The Miraculous Journey of Edward Tulane – Kate DiCamillo Purpose: To entertain Audience: Children in Year 4 Form: A Setting Description</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To discuss different poetic forms and specific language choices. (author's use of figurative language) To identify figurative language. (similes, metaphors, personification, repetition, onomatopoeia) – Y3 recap To use a range of figurative language and poetic devices. (including simile, metaphor and personification, repetition, onomatopoeia) 	<p>The Last Happy Endings – Carol Ann Duffy Purpose: To inform Audience: People who want to find out information about current events Form: A Newspaper Report</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify adverbs. To use and apply adverbs effectively. (often, quickly, very, then next, soon, therefore) To identify fronted adverbials and fronted adverbials phrases To create and accurately punctuate fronted adverbials and fronted adverbials phrases. (use commas to separate them from the rest of the sentence.) To use non-fiction organisational devices. (numbered lists, bullet points, headings and sub-headings) – Y3 Recap <p>The Last Happy Endings – Carol Ann Duffy Purpose: To entertain. Audience: People who enjoy quest / adventure stories. Form: A Narrative (story starter)</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use determiners correctly. (articles: 'a' or 'an', 'the', quantifiers: 'some', 'a few', 'several', 'lots of') – Y3 Recap To identify expanded noun phrases. To create expanded noun phrases (to describe) To use inverted commas and other punctuation 	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: Taking Flight - https://www.literacyshed.com/takingflight.html Purpose: To entertain Audience: People who enjoy adventure stories Form: A recount/narrative retelling</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia) To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact). <p>The Boy at the Back of the Class – Onjali Rauf: Purpose: To persuade Audience: child Choice Form: Persuasive text</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To identify conjunctions. (coordinating and subordinating) To use coordinating and subordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so, if, then, because, when, before, after, while, even so) To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.) To vary the position of clauses within a sentence. To use the standard English forms of verbs. (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done') To build word families based upon common root words. (solve, solution, solver, dissolve, insoluble.) – Y3 Recap 	<p>The Boy at the Back of the Class – Onjali Rauf: Purpose: To explain. Audience: Pupil's choice. Form: A non-chronological report.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use non-fiction organisational devices. (numbered lists, bullet points, headings and sub-headings) – Y3 Recap To create expanded noun phrases (to describe, to specify, for impact – by adding adjectives, nouns and prepositional phrases) <p>The Boy at the Back of the Class – Onjali Rauf: Purpose: To entertain / to explain Audience: The narrator's diary (pupils to choose whose perspective they would like to write from). Form: A diary entry.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use apostrophes for contractions and singular possession. – Y3 Recap To use apostrophes for plural nouns. (use -s accurately for plural and possessive.) To form nouns using a range of prefixes. (super-, auto-, pre-, mis-, dis-, re-, inter-, anti-) – Y3 Recap <p>The Boy at the Back of the Class – Onjali Rauf: Purpose: To entertain Audience: Children who might be in Year 4 next year. Form: A 1st Person Narrative</p>	<p>WHOLE SCHOOL WRITING ASSESSMENT Stimulus: Fairy Tale Story Opening Purpose: To entertain Audience: People who enjoy Fairy Tales Form: A narrative (dramatic scene / opening of a narrative).</p> <p>Arthur and the Golden Rope – Joe Todd Stanton Purpose: To entertain. Audience: People who enjoy the form and style of narrative poetry. Form: A narrative poem.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia) To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact). <p>Arthur and the Golden Rope – Joe Todd Stanton Purpose: To entertain. Audience: People who want to know what happens in the next chapter. Form: A chapter of narrative</p>	<p>Krindlekrax – Philip Ridley Purpose: To entertain. Audience: People who want to know what happens in the next chapter. Form: An action sequence of Narrative</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia) To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact). To suggest and describe a character through narrative and dialogue. <p>Krindlekrax – Philip Ridley Purpose: To entertain. Audience: Reader's of KrindleKrax Form: A full 3rd Person Narrative.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and

<p>The Miraculous Journey of Edward Tulane – Kate DiCamillo Purpose: To entertain Audience: People who are interested in fantasy stories Form: A Character Description</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia) To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact).) 	<p>to indicate direct speech,</p> <ul style="list-style-type: none"> To apply the rules associated with direct speech. (new speaker, new line) <p>The Lost Happy Endings – Carol Ann Duffy</p> <p>Purpose: To inform Audience: Child choice Form: A Formal Letter</p> <p>Taught Writing Objectives</p> <ul style="list-style-type: none"> To identify prepositions. To use prepositions to add detail and cohesion. (next to, before, during, after, in, because of, underneath, with) To create cohesion by showing how one event leads to another. (using appropriate conjunctions and adverbials) To suggest and describe a character through narrative and dialogue. 		<p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia) To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact).) 	<p>Taught writing objectives:</p> <ul style="list-style-type: none"> To use a range of figurative language devices and vocabulary choices to describe. (characters / settings - make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification, repetition, onomatopoeia) To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact).) 	<p>figurative language including simile, metaphor and personification, repetition, onomatopoeia)</p> <ul style="list-style-type: none"> To use a range of figurative language devices and sentence structures to create mood and atmosphere. (similes, metaphors, personification, repetition, onomatopoeia) (e.g. short sentences for impact).) To suggest and describe a character through narrative and dialogue. To identify fronted adverbials and fronted adverbials phrases To create and accurately punctuate fronted adverbials and fronted adverbials phrases. (use commas to separate them from the rest of the sentence.) <p>Krindlekrax – Philip Ridley Purpose: To describe / to entertain. Audience: People who enjoy the poetry. Form: A setting description through poetry.</p> <p>Taught writing objectives:</p> <ul style="list-style-type: none"> To discuss different poetic forms and specific language choices. (author's use of figurative language) To identify figurative language. (similes, metaphors, personification, repetition, onomatopoeia) – Y3 recap To use a range of figurative language and poetic devices. (including simile, metaphor and personification, repetition, onomatopoeia)
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