

YEAR 4 THE WRITE STUFF CURRICULUM MAP

Year 4 2024-2025		Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II		
		'Still I rise' Maya Angelou 	'Once upon a Raindrop' James Carter 	'The River' Valerie Bloom	'Gut Garden – A journey into the wonderful world of your microbiome' Katie Brosnan	'Secrets of a Sun King' Emma Carroll 	'Inviting an Author into School'		
Genre / Text type		Poetry	Script for a factual tour	Poetry	Explanation	Diary	Persuasive letter		
Theme / Topic		Strength / Toughness	Water cycle	Once upon a raindrop	Food, Glorious Food	Egyptians	We love reading		
Cross-curricular links		PSHE	Science / Geography	Science / Geography	Science	History	Drama		
National curriculum Statutory Requirements	Spoken language	Ask relevant questions to extend understanding and knowledge.	✓	✓	✓	✓	✓	✓	
		Use relevant strategies to build vocabulary.	✓	✓	✓	✓	✓	✓	✓
		Articulate and justify answers, arguments and opinions.		✓		✓	✓	✓	✓
		Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.		✓		✓	✓	✓	✓
		Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		✓		✓	✓	✓	✓
		Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓
		Speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓	✓
		Participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓
		Gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓	✓
		Consider and evaluate different viewpoints, attending to and building on the contributions of others.		✓		✓	✓	✓	✓
	Select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	✓	
	Writing Composition	Write sentences by saying out loud what they are going to write about.		✓		✓	✓	✓	✓
		Write sentences by composing a sentence orally before writing it.		✓		✓	✓	✓	✓
		Write sentences by sequencing sentences to form short narratives.	✓		✓				
		Write sentences by re-reading what they have written to check that it makes sense.	✓	✓	✓	✓	✓	✓	✓
		Discuss what has been written with the teacher or other pupils.	✓	✓	✓	✓	✓	✓	✓
		Read aloud writing clearly enough to be heard by peers and the teacher.	✓	✓	✓	✓	✓	✓	✓

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Word	Demonstrate the grammatical difference between plural and possessive –s	✓		✓		✓	
	Apply Standard English forms for verb inflections instead of local spoken forms.		✓		✓	✓	
Sentence	Make noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	✓				✓	
	Incorporate fronted adverbials					✓	
Text	Use paragraphs to organise ideas around a theme.		✓			✓	
	Make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition.			✓		✓	
Punctuation	Use inverted commas and other punctuation to indicate direct speech.						✓
	Include apostrophes to mark plural possession.			✓		✓	
	Use commas after fronted adverbials.					✓	✓