

YEAR 4 THE WRITE STUFF CURRICULUM MAP 2024-2025

| Year 4<br>2024-2025                        |   | Autumn I  | Autumn II   | Spring I                     | Spring II   | Summer I   | Summer II                        |   |
|--|---|---|---|------------------------------|---|--|----------------------------------|---|
|  |   | 'Still I rise'<br>Maya Angelou<br>                     | 'Once upon a Raindrop'<br>James Carter<br> | 'The River'<br>Valerie Bloom | 'Gut Garden – A journey into the wonderful world of your microbiome'<br>Katie Brosnan | 'Secrets of a Sun King'<br>Emma Carroll<br> | '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.  |   |   |   |   | ✓ | ✓ |
|  |             |   |   |   |   |   |   |   |