

## KS2 Writing Curriculum Map Document Year 4 - Autumn Term (1)

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Revise columns 1 and 2 of Y3/4 NC word list (Y3)</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Y3)</li> <li>• Add suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter, which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed e.g. forgetting (Y3)</li> <li>☒ The /i/ sound spelt y elsewhere than at the end of word e.g. Egypt, pyramid, mystery (Y3)</li> <li>☒ Learn prefixes: un, dis, mis, in, il (Y3)</li> <li>☒ Learn homophones and near-homophones (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Plural formation e.g. chop of the 'y' add 'ies'</li> <li>• Endings which sound like /ʒən/ spelt as -sion e.g. decision, collision, television</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2)</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] (Y3)</li> <li>• Use spacing between words that reflects the size of the letters (Y1)</li> <li>• Hold a pencil comfortably and correctly with a tripod grip (R)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Hand write in a joined style, with speed and accuracy</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Use capital letters for proper nouns (Y3)</li> <li>• Use apostrophes for contraction (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks correctly (Y1)</li> <li>• Use commas for lists (Y2)</li> <li>• Use brackets for parentheses (Y2)</li> <li>• Use inverted commas to demarcate direct speech (Y2)</li> <li>• Use commas alongside inverted commas to correctly punctuate speech (Y3)</li> <li>• Use colons to introduce a list (Y3)</li> <li>• Use colons to introduce an example (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use correct capitals for I, I'll, I', I'd, I'm ect..</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Choose nouns appropriately for clarity and cohesion and to avoid repetition (Y3)</li> <li>• Choose nouns or pronouns for clarity and cohesion and to avoid repetition (Y3)</li> <li>• Use prepositions to express time and cause e.g. before, after, during, in, because of (Y3)</li> <li>• Know and use different sentence types: command, exclamation, question, statement (Y2)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Create and identify expanded noun phrases to add detail and description</li> <li>• Know the difference between past, present and future tenses and be able to use these for effect when writing</li> <li>• Understand how to use coordinating conjunctions and subordinating conjunctions and the difference between them (Used in Y2)</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> </ul>

Blue = new

Green = already seen

Composition	Text Types	Terminology
<p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and to build a rich vocabulary (Y3)</li> <li>• Discussing and recording ideas in planning format using seven step process (Y3)</li> <li>• Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3)</li> <li>• Organising paragraphs around a theme (Y3)</li> <li>• Use simple organisational devices [for example, headings and sub-headings] (Y3)</li> <li>• Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements (Y3)</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y3)</li> <li>• Proof-read for spelling and punctuation errors (Y3)</li> <li>• Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2)</li> <li>• In non-chronological report linked to theme, use simple organisational devices [for example, headings and sub-headings] (Y3)</li> <li>• Use oral composition to lead to written outcomes</li> <li>• Build an increasing range of sentence structures e.g. contrasting long and short sentences for effect</li> <li>• In narratives, create imaginative settings, characters and create a developed plot structure when writing</li> <li>• Use paragraphs to move action forward</li> <li>• Integrate dialogue to move a story forward</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Characters/settings</li> <li>• Stories</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Preposition</li> <li>• Conjunction; subordinating/ co-ordinating</li> <li>• Word family</li> <li>• Prefix /Suffix</li> <li>• Clause, subordinate clause</li> <li>• Direct speech</li> <li>• Consonant / vowel</li> <li>• Inverted commas / Direct speech</li> <li>• Noun</li> <li>• Adjective/ Adverb / verb</li> <li>• Noun / Proper noun</li> <li>• Expanded noun phrases</li> <li>• Tense: present, past, future</li> <li>• Apostrophe</li> <li>• Homophone</li> <li>• Contraction</li> <li>• Pronoun / Possessive pronoun</li> </ul>

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## KS2 Writing Curriculum Map Document Year 4 Spring Term (2)

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Revise columns 3 and 4 of Y3/4 NC word list (Y3)</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Y3)</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Learn root words</li> <li>• Learn prefixes: in/ im/ in/ ir / re / sub/ inter / super</li> <li>• The suffix –ation</li> <li>• Words with endings sounding like /ʒə/ or /tʃə/ - sure e.g. measure, treasure, pleasure, enclosure</li> <li>• The suffix –ous e.g. mountainous, famous, various</li> <li>• Words with the /s/ sound spelt sc (Latin in origin) e.g. discipline, fascinate, crescent</li> <li>• Words with the /ei/ sound spelt ei, eigh, or ey e.g. weigh, eight, neighbour, they, obey</li> <li>• Possessive apostrophe with plural words e.g. girls', babies'</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Handwriting should have increased legibility and letters like y, g and f joined appropriately (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Pupils should be using joined handwriting throughout their independent writing.</li> <li>• Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials (Y3)</li> <li>• Using and punctuating direct speech correctly (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Know the difference between direct and reported speech</li> </ul>	<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Understand how to use subordinating conjunctions (Y4)</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y4)</li> <li>• Use fronted adverbials and commas after these (Y3)</li> <li>• Use the present perfect form of verbs in contrast to the past tense (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> <li>• Verb inflections was/were</li> <li>• Use determiners accurately a/an</li> <li>• Understand the difference between plural and possessive apostrophes</li> </ul>

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<p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3)</li> <li>• Discussing and recording ideas in planning format using seven step process (Y3)</li> <li>• Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3)</li> <li>• In play-scripts use oral composition to lead to written outcome of writing dialogue for characters (Y3)</li> <li>• Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements (Y3)</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y3)</li> <li>• Proof-read for spelling and punctuation errors (Y3)</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2)</li> <li>• Organising paragraphs around a theme independently</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Recount</li> <li>• Letter</li> <li>• Biography</li> <li>• Newspaper Article</li> <li>• Play-scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Preposition</li> <li>• Conjunction; subordinating/ co-ordinating</li> <li>• Fronted adverbial / adverbial</li> <li>• Prefix /Suffix</li> <li>• Clause, subordinate clause</li> <li>• Direct speech</li> <li>• Comma</li> <li>• Inverted commas / Direct speech</li> <li>• Plural noun</li> <li>• Adjective/ Adverb / verb</li> <li>• Noun / Proper noun</li> <li>• Expanded noun phrases</li> <li>• Tense: present perfect</li> <li>• Possessive apostrophe</li> <li>• Homophone</li> <li>• Determiner</li> </ul>

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## KS2 Writing Curriculum Map Document Year 4 Summer Term (3)

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be secure:</b></p> <ul style="list-style-type: none"> <li>• Revise columns 1-4 of Y3/4 NC word list (Y3)</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Y3)</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Understand the relationships between e.g. bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it; medicine is related to medical so the /s/ sound is spelt as c; opposite is related to oppose, so the schwa sound in opposite is spelt as o.</li> <li>• Learn prefixes: anti / auto</li> <li>• Learn suffix -ly</li> <li>• Endings which sound like /ɪn/, spelt -tion, -sion, -ssion, -cia</li> <li>• Words with the /k/ sound spelt ch (Greek in origin) e.g. echo, character</li> <li>• Words with the // sound spelt ch (mostly French in origin) e.g. chef, chalet, brochure, machine</li> <li>• Words ending with the /g/ sound spelt -gue and the /k/ sound spelt</li> <li>• -que (French in origin) e.g. league, tongue, antique</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use joined handwriting throughout their independent writing. (Y4)</li> <li>• Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. (Y4)</li> <li>• Handwriting should have increased legibility, (Y4) letters should be clearly joined and easy to read</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Revise use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause (Y3); end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>• Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)</li> <li>• Use of commas after fronted adverbials (Y3)</li> <li>• Use brackets for parentheses (Y2)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• The grammatical difference between plural and possessive -s</li> <li>• Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>• Repetition for effect</li> <li>• Rhetorical questions to engage the reader</li> <li>• Use subordinate clauses to add detail or context</li> <li>• Use relative clauses to add further detail</li> <li>• Use present perfect tense to place events in time</li> </ul>

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