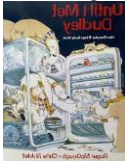
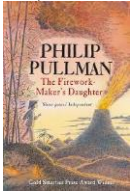

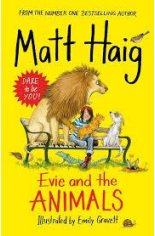
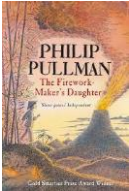


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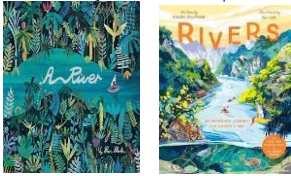
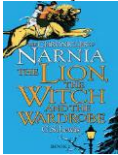
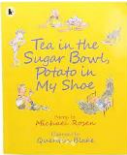
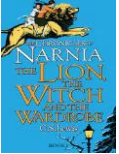
English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

English High Quality Texts and Writing Skills Map – Year 4

Autumn 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus		Suggested class reads
History – The Anglo-Saxons/Vikings Science – Electricity	Transition text	Until I Met Dudley by Roger McGough 	The Firework Maker's Daughter by Philip Pullman 	ICT with Mr P – Battle Cry Beowulf by Michael Morpurgo 		 
Grammar Punctuation Spelling	Sounds Write/Twinkl PlanIt Y4 Term 1a. Revision of Y3 learning; sentence work, paragraphs, vocabulary.	Sounds Write/Twinkl PlanIt Y4 Term 1a. Statutory Spelling words. Use deliberate, ambitious word choices to add detail. Vary sentence openers with fronted adverbials. Use a wider range of conjunctions, prepositions and adverbs to show time, place and cause. Use punctuation from previous year groups accurately.	Sounds Write/Twinkl PlanIt Y4 Term 1a. Statutory Spelling words. Use deliberate, ambitious word choices to add detail. Vary sentence openers with fronted adverbials. Use a wider range of conjunctions, prepositions and adverbs to show time, place and cause. Use punctuation from previous year groups accurately. Use inverted commas to punctuate direct speech.	Sounds Write/Twinkl PlanIt Y4 Term 1a. Statutory Spelling words. Use deliberate, ambitious word choices to add detail. Vary sentence openers with fronted adverbials. Use a wider range of conjunctions, prepositions and adverbs to show time, place and cause. Vary the position of conjunctions within a sentence. Use punctuation from previous year groups accurately. Use inverted commas to punctuate direct speech. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition.		Evie and the Animals by Matt Haig The Firework Maker's Daughter by Philip Pullman
Composition	Demonstrate an understanding of purpose and audience.	Write a simple, coherent narrative and explanation texts using ideas from reading and modelled examples. Plan writing by recording ideas and key	Write a simple, coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting,	Write a simple, coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting,		

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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

		<p>vocabulary. Consciously change the level of formality from informal narrative to formal explanation. Use the correct tense throughout. Use genre-specific layout and structure. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.</p>	<p>character and plot narratives showing an awareness of the reader. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.</p>	<p>character and plot narratives showing an awareness of the reader. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning clear. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.</p>		
Handwriting	To use a neat, joined handwriting style with increasing accuracy and speed To be confident in using diagonal and horizontal strokes needed to join letters. To understand which letters, when adjacent to one another, are best left unjoined.					
Writing Outcome Genre		Narrative; recount	Explanation	Recount with direct speech	Writing to persuade	
Autumn 2	Text/Stimulus	Text/Stimulus		Text/Stimulus	Text/Stimulus	Suggested class reads
<p>Geography – Rivers; Landscapes</p> <p>Science – States of Matter</p>	<p>Remembrance project: Where the Poppies Now Grow by Hilary Robinson</p> 	<p>A River by Marc Martin Rivers by Simon Chapman</p> 	<p>The Lion, the Witch and the Wardrobe by CS Lewis</p> 	<p>Breakfast Time by Michael Rosen</p> 		 <p>The Lion, the Witch and the Wardrobe by CS Lewis</p>
Grammar Punctuation Spelling	Sounds Write/Twinkl PlanIt Y4 Term 1b. Statutory Spelling words. Use deliberate, ambitious word choices to add detail.	Sounds Write/Twinkl PlanIt Y4 Term 1b. Statutory Spelling words. Expand noun phrases with ambitious adjectives and		Sounds Write/Twinkl PlanIt Y4 Term 1b. Statutory Spelling words. Expand noun phrases with ambitious adjectives and	Sounds Write/Twinkl PlanIt Y4 Term 1b. Statutory Spelling words. Use deliberate, ambitious word choices to add detail. Compose	



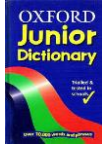
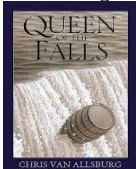
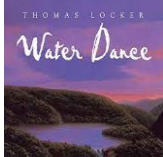
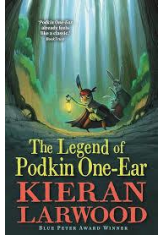
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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

	<p>Compose and rehearse sentences. Expanded noun phrases with ambitious adjectives and prepositional phrases. Effective use of subject-specific vocabulary.</p>	<p>prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Use question words accurately and with accurate punctuation. Use punctuation from previous year groups accurately. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition.</p>	<p>prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Use punctuation from previous year groups accurately. Use direct speech, including a comma after the reporting clause. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use apostrophe for singular and plural possession.</p>	<p>and rehearse sentences. Make deliberate word choices for effect, including onomatopoeia, repetition and similes/metaphors. Expanded noun phrases with ambitious adjectives and prepositional phrases. Apostrophe for contractions.</p>	
<p>Composition</p>	<p>To write poetry using ideas from reading and modelled examples. Discuss writing similar to that which they are planning to write to understand and learn from its structure. Understand purpose, audience and register. Make deliberate, ambitious word choices for effect, including onomatopoeia and repetition. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning clear. Proofread for grammar, punctuation and spelling errors. Use standard English, recognising and correcting errors.</p>	<p>Write a non-fiction piece using ideas and structure from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create genre-specific layout devices showing an awareness of the reader. Consistently organise paragraphs around a theme. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning clear. Proofread for grammar, punctuation and spelling errors</p>	<p>Write a coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting, character and plot narratives showing an awareness of the reader. Gather, grade and use new vocabulary from reading. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Consistently organise paragraphs around a theme. To use the correct tense throughout. Proofread for</p>	<p>To write poetry using ideas from reading and modelled examples. Discuss writing similar to that which they are planning to write to understand and learn from its structure. Understand purpose, audience and register. Make deliberate, ambitious word choices for effect, including onomatopoeia and repetition. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning clear. Proofread for grammar, punctuation and spelling errors. Use standard English, recognising and correcting errors.</p>	

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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

		and amend their own, and others', writing. Use standard English, recognising and correcting errors.	grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.			
Handwriting	To begin to increase the legibility, consistency and quality of handwriting; parallel downstrokes, equidistant letters, accurate position of ascenders and descenders. Begin to be confident in joining strokes to begin to increase fluency.					
Writing Outcome Genre	Remembrance Poem Read at Leigh cenotaph.	Fact File	Narrative recount	Christmas Poem		
Spring 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
Geography – Erosion and Deposition Science – Sound	Dictionary work 	Queen of the Falls by Chris Allsburg 	Water Dance by Thomas Locker 			
Grammar Punctuation Spelling	Sounds Write/Twinkl PlanIt Y4 Term 2a Revise upper and lower case alphabet. Order words with the same first few letters. Use the first two or three letters of a word to check its spelling in a dictionary. Use spelling knowledge to use a dictionary efficiently. Revise using a and an. Use spelling knowledge to use a dictionary more efficiently.	Sounds Write/Twinkl PlanIt Y4 Term 2a. Statutory Spelling words. Expand noun phrases with ambitious adjectives and prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Use punctuation from previous year groups accurately. Use direct speech, including a comma after the reporting clause. Choose	Sounds Write/Twinkl PlanIt Y4 Term 2a. Statutory Spelling words. Use deliberate, ambitious word choices to add detail. Compose and rehearse sentences. Make deliberate word choices for effect, including onomatopoeia, repetition and similes/metaphors. Expanded noun phrases with ambitious adjectives and prepositional phrases. Use adverbials for deliberate effect.			The Legend of Podkin One-Ear by Keiran Larwood



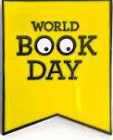
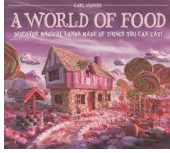
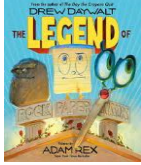

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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

		nouns and pronouns appropriately to aid cohesion and avoid repetition. Use apostrophe for singular and plural possession.				
Composition	Organise word lists. Organise words and definitions on a page. Use standard English, recognising and correcting errors.	Write a coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting, character and plot narratives showing an awareness of the reader. Gather, grade and use new vocabulary from reading. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Consistently organise paragraphs around a theme. To use the correct tense throughout. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.	To write poetry using ideas from reading and modelled examples. Discuss writing similar to that which they are planning to write to understand and learn from its structure. Understand purpose, audience and register. Make deliberate, ambitious word choices for effect, including onomatopoeia and repetition. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning clear. Proofread for grammar, punctuation and spelling errors. Use standard English, recognising and correcting errors. Present poem in a 'tunnel book' format.			
Handwriting	To begin to increase the legibility, consistency and quality of handwriting; parallel downstrokes, equidistant letters, accurate position of ascenders and descenders. Begin to be confident in joining strokes to begin to increase fluency.					
Writing Outcome Genre	Dictionary work	Narrative recount	Tunnel book/Poem			




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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

Spring 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
<p>History – The Iron Age</p> <p>Science – Animals; humans</p>	<p>WORLD BOOK DAY TEXT</p> 	<p>A World of Food by Carl Warner</p> 	<p>The Legend of Rock, Paper, Scissors by Drew Daywalt</p> 		 <p>Sky Song by Abi Elphinstone</p>
<p>Grammar</p> <p>Punctuation</p> <p>Spelling</p>	<p>Continue to embed Y4 objectives.</p>	<p>Sounds Write/Twinkl PlanIt Y4 Term 2b. Statutory Spelling words. Expand noun phrases with ambitious adjectives and prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Use rhetorical questions with appropriate punctuation. Vary sentence openers with fronted adverbials. Use punctuation from previous year groups accurately. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition.</p>	<p>Sounds Write/Twinkl PlanIt Y4 Term 2b. Statutory Spelling words. Expand noun phrases with ambitious adjectives and prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Use punctuation from previous year groups accurately. Use direct speech, including a comma after the reporting clause. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use apostrophe for singular and plural possession.</p>		
<p>Composition</p>	<p>Continue to embed Y4 objectives.</p>	<p>Write a persuasive piece using ideas and structure from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create genre-specific</p>	<p>Write a coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting,</p>		


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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

		<p>layout devices showing an awareness of the reader. Consistently organise paragraphs around a theme. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning clear.</p> <p>Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.</p>	<p>character and plot narratives showing an awareness of the reader. Gather, grade and use new vocabulary from reading. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence.</p> <p>Vary sentence openers with fronted adverbials. Consistently organise paragraphs around a theme. To use the correct tense throughout. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.</p>			
Handwriting	To increase further the legibility, consistency and quality of handwriting; parallel downstrokes, equidistant letters, accurate position of ascenders and descenders. Begin to be more confident in joining strokes to begin to increase fluency.					
Writing Outcome Genre		Persuasive advert	Recount from an alternative perspective			
Summer 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus		Suggested class reads
<p>Geography – climate change</p> <p>Science – Animals; food chains</p>	<p>Chomp! by Brady Barr</p> 	<p>The True Story of the Three Little Pigs by Jon Scieszka</p> 	<p>The Magnificent Bull Dinka Tribe</p> 			

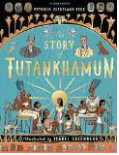
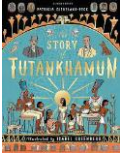
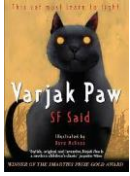
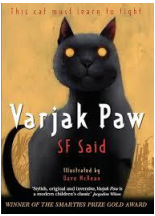
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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

<p>Grammar Punctuation Spelling</p>	<p>Sounds Write/Twinkl PlanIt Y4 Term 3a. Statutory Spelling words. Expand noun phrases with ambitious adjectives and prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Use rhetorical questions accurately and with correct punctuation. Use punctuation from previous year groups accurately. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition.</p>	<p>Sounds Write/Twinkl PlanIt Y4 Term 3a. Statutory Spelling words. Expand noun phrases with ambitious adjectives and prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Use punctuation from previous year groups accurately. Use direct speech, including a comma after the reporting clause. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use apostrophe for singular and plural possession.</p>	<p>Sounds Write/Twinkl PlanIt Y4 Term 3a. Statutory Spelling words. Use deliberate, ambitious word choices to add detail. Compose and rehearse sentences. Make deliberate word choices for deliberate effect, including personification, repetition and similes/metaphors. Expanded noun phrases with ambitious adjectives and prepositional phrases. Use adverbials for deliberate effect.</p>			 <p>Secrets of a Sun King by Emma Carroll</p>
<p>Composition</p>	<p>Write a non-fiction piece using ideas and structure from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create genre-specific layout devices showing an awareness of the reader. Consistently organise paragraphs around a theme. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning</p>	<p>Write a coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting, character and plot narratives showing an awareness of the reader. Gather, grade and use new vocabulary from reading. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Consistently organise paragraphs</p>	<p>To write poetry using ideas from reading and modelled examples. Discuss writing similar to that which they are planning to write to understand and learn from its structure. Understand purpose, audience and register. Make deliberate, ambitious word choices for effect, including personification, similes and metaphors. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning clear. Proofread for grammar,</p>			

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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

	clear. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.	around a theme. To use the correct tense throughout. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.	punctuation and spelling errors. Use standard English, recognising and correcting errors.			
Handwriting	To increase further the legibility, consistency and quality of handwriting; parallel downstrokes, equidistant letters, accurate position of ascenders and descenders. Begin to be more confident in joining strokes to begin to increase fluency.					
Writing Outcome Genre	Fact file	Narrative; twisted fairy tale	Poem			
Summer 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus		Suggested class reads
History – Ancient Egypt Science – Living Things and their Habitats	The Story of Tutankhamun by Patricia Cleveland-Peck 	The Story of Tutankhamun by Patricia Cleveland-Peck 	Varjak Paw by SF Said 	Transition text – July and September Year 5		
Grammar Punctuation Spelling	Sounds Write/Twinkl PlanIt Y4 Term 3b. Statutory Spelling words. Expand noun phrases with ambitious adjectives and prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Use punctuation from previous	Sounds Write/Twinkl PlanIt Y4 Term 3b. Statutory Spelling words. Expand noun phrases with ambitious adjectives and prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials and imperative verbs. Use rhetorical	Sounds Write/Twinkl PlanIt Y4 Term 3b. Statutory Spelling words. Expand noun phrases with ambitious adjectives and prepositional phrases. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Use punctuation from previous year			Varjak Paw by SF Said



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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

	<p>year groups accurately. Use direct speech, including a comma after the reporting clause. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use apostrophe for singular and plural possession.</p>	<p>questions accurately and with correct punctuation. Use punctuation from previous year groups accurately. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition.</p>	<p>groups accurately. Use direct speech, including a comma after the reporting clause. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use apostrophe for singular and plural possession.</p>			
Composition	<p>Write a coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting, character and plot narratives showing an awareness of the reader. Gather, grade and use new vocabulary from reading. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Consistently organise paragraphs around a theme. To use the correct tense throughout. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.</p>	<p>Write a non-fiction, instructional piece using ideas and structure from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create genre-specific layout devices showing an awareness of the reader. Consistently organise paragraphs around a theme. Gather, grade and use new vocabulary from reading. To use the correct tense throughout. To read aloud what they have written with appropriate intonation, tone and volume to make the meaning clear. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.</p>	<p>Write a coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting, character and plot narratives showing an awareness of the reader. Gather, grade and use new vocabulary from reading. Use a progressively rich vocabulary and an increasing range of sentence structures, including moving adverbials and conjunctions within a sentence. Vary sentence openers with fronted adverbials. Consistently organise paragraphs around a theme. To use the correct tense throughout. Proofread for grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors.</p>			
Handwriting	<p>To increase the legibility, consistency and quality of handwriting; parallel downstrokes, equidistant letters, accurate position of ascenders and descenders. Be confident in joining strokes throughout all independent writing to increase fluency.</p>					



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English Writing Progression Map – Year 4 – core texts, GPS skills, composition objectives and writing outcomes

Writing Outcome Genre	Descriptive narrative	Instructions	Narrative; story			
Poetry Spine						
Rhyme/poem of the week from: Hot Like Fire by Valerie Bloom, Sensational by Roger McGough, Deep in the Green Wood by Wes Magee, Riding a Lion by Coral Rumble						

	Narrative / Fiction writing
	Non-fiction writing
	Poetry