

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 McGough	The Firework Maker's Daughter by Philip Pullman PHILIP PULLMAN The Firework The Prince And The P	ICT with Mr P – Battle Cry Beowulf by Michael Murpurgo MICHAEL MORPURGO RECONULE MICHAEL MORPURGO RECONULE MICHAEL MORPURGO RECONULE MOR	Matt Haig Eve and the ANIMALS Bieheld is two greets
Grammar Punctuation Spelling	Sounds Write/Twinkl PlanIt Y4 Term 1a. Revision of Y3 learning; sentence work, paragraphs, vocabulary.	Sounds Write/Twinkl Planlt 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 Planlt 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 Planlt 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 PHILIP PULLAR 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,	



Handwriting Writing	To use a neat, joined handwriting s understand which letters, when adj	acent to one another, are best lef Narrative; Explanation	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.	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. and horizontal strokes needed to join I	etters. To
Outcome		recount			
Outcome Genre	Tout/Stigoulus	recount Tout (Ctimulus	Tout /Ctime thus	Tot/Stimulus	Suggested
Genre Autumn 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
Genre	Text/Stimulus Remembrance project: Where the Poppies Now Grow by Hilary Robinson		Text/Stimulus The Lion, the Witch and the Wardrobe by CS Lewis	Text/Stimulus Breakfast Time by Michael Rosen To it His Market Stage Breakfast Time Mrs Mrs Stage Breakfast Time Mrs	



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



Handwriting Writing	To begin to increase the legibility, Begin to be confident in joining str	and amend their own, and others', writing. Use standard English, recognising and correcting errors. consistency and quality of handwriting; okes to begin to increase fluency. Fact File	grammar, punctuation and spelling errors and amend their own, and others', writing. Use standard English, recognising and correcting errors. parallel downstrokes, equidistant letters	ers, accurate position of ascenders ar Christmas Poem	nd descenders.	
Outcome Genre	Read at Leigh cenotaph.					
Spring 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
Geography – Erosion and Deposition Science – Sound	Dictionary work OXFORD Junior Dictionary	Queen of the Falls by Chris Allsburg QUEEN FALLS	Water Dance by Thomas Locker Water Dance			The Legend of Podkin One-Ear KIERAN
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 Planlt 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 Planlt 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



		nouns and pronouns appropriately			
		to aid cohesion and avoid			
		repetition. Use apostrophe for			
		singular and plural possession.			
Composition	Organise word lists.	Write a coherent narrative using	To write poetry using ideas from		
	Organise words and definitions	ideas from reading and modelled	reading and modelled examples.		
	on a page. Use standard English,	examples. Plan writing by	Discuss writing similar to that		
	recognising and correcting	recording ideas and key	which they are planning to write to		
	errors.	vocabulary. Create setting,	understand and learn from its		
		character and plot narratives	structure. Understand purpose,		
		showing an awareness of the	audience and register. Make		
		reader. Gather, grade and use new	deliberate, ambitious word choices		
		vocabulary from reading. Use a	for effect, including onomatopoeia		
		progressively rich vocabulary and	and repetition.		
		an increasing range of sentence	To read aloud what they have		
		structures, including moving	written with appropriate		
		adverbials and conjunctions within	intonation, tone and volume to		
		a sentence. Vary sentence openers	make the meaning clear.		
		with fronted adverbials.	Proofread for grammar,		
		Consistently organise paragraphs	punctuation and spelling errors.		
		around a theme. To use the	Use standard English, recognising		
		correct tense throughout.	and correcting errors. Present		
		Proofread for grammar,	poem in a 'tunnel book' format.		
		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, o	consistency and quality of handwriting,	; parallel downstrokes, equidistant lette	ers, accurate position of ascenders and	d descenders.
3	Begin to be confident in joining str	okes to begin to increase fluency.			
Writing	Dictionary work	Narrative recount	Tunnel book/Poem		
Outcome					
Genre					
3013					



Spring 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
History – The Iron Age Science – Animals; humans	WORLD BOOK DAY TEXT WORLD BOOK DAY	A World of Food by Carl Warner	The Legend of Rock, Paper, Scissors by Drew Daywalt		Sky Song Sky Song by Abi
Grammar Punctuation Spelling	Continue to embed Y4 objectives.	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.	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.		Elphinstone
Composition	Continue to embed Y4 objectives.	Write a persuasive piece using ideas and structure from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create genre-specific	Write a coherent narrative using ideas from reading and modelled examples. Plan writing by recording ideas and key vocabulary. Create setting,		



		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.	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.			
Handwriting		onsistency and quality of handwriting; p ing strokes to begin to increase fluency		s, accurate position of ascenders and d	descenders.	
Writing Outcome Genre		Persuasive advert	Recount from an alternative perspective			
Summer 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus		Suggested class reads
Geography –	Chomp! by Brady Barr	The True Story of the Three Little Pigs by Jon Scieszka	The Magnificent Bull Dinka Tribe			ciass reads



	T		T	T	T	There are relieve to Michael Street Services and Nina Barrion, but in 1996
Grammar	Sounds Write/Twinkl PlanIt Y4	Sounds Write/Twinkl PlanIt Y4	Sounds Write/Twinkl PlanIt Y4			Emma Carroll
Punctuation	Term 3a. Statutory Spelling	Term 3a. Statutory Spelling words.	Term 3a. Statutory Spelling words.			SECRETS
Spelling	words. Expand noun phrases	Expand noun phrases with	Use deliberate, ambitious word			SCINI KING
	with ambitious adjectives and	ambitious adjectives and	choices to add detail. Compose			DOIT MITTE
	prepositional phrases. Use a	prepositional phrases. Use a	and rehearse sentences. Make			A 100 St 200 St
	progressively rich vocabulary and	progressively rich vocabulary and	deliberate word choices for			- Gierk
	an increasing range of sentence	an increasing range of sentence	deliberate effect, including			A PRIVATE
	structures, including moving	structures, including moving	personification, repetition and			
	adverbials and conjunctions	adverbials and conjunctions within	similes/metaphors. Expanded			Secrets of a
	within a sentence. Vary sentence	a sentence. Vary sentence openers	noun phrases with ambitious			Sun King by
	openers with fronted adverbials.	with fronted adverbials. Use	adjectives and prepositional			Emma Carroll
	Use rhetorical questions	punctuation from previous year				
	accurately and with correct	groups accurately. Use direct	phrases. Use adverbials for			
	punctuation. Use punctuation	speech, including a comma after	deliberate effect.			
	from previous year groups	the reporting clause. Choose				
	accurately. Choose nouns and	nouns and pronouns appropriately				
	pronouns appropriately to aid	to aid cohesion and avoid				
	cohesion and avoid repetition.	repetition. Use apostrophe for				
	_	singular and plural possession.				
Composition	Write a non-fiction piece using	Write a coherent narrative using	To write poetry using ideas from			
	ideas and structure from reading	ideas from reading and modelled	reading and modelled examples.			
	and modelled examples. Plan	examples. Plan writing by	Discuss writing similar to that			
	writing by recording ideas and	recording ideas and key	which they are planning to write to			
	key vocabulary. Create genre-	vocabulary. Create setting,	understand and learn from its			
	specific layout devices showing	character and plot narratives	structure. Understand purpose,			
	an awareness of the reader.	showing an awareness of the	audience and register. Make			
	Consistently organise paragraphs	reader. Gather, grade and use new	deliberate, ambitious word choices			
	around a theme. Gather, grade	vocabulary from reading. Use a	for effect, including			
	and use new vocabulary from	progressively rich vocabulary and	personification, similes and			
	-	an increasing range of sentence	metaphors.			
	reading. To use the correct tense	structures, including moving	To read aloud what they have			
	throughout. To read aloud what	adverbials and conjunctions within	written with appropriate			
	they have written with	a sentence. Vary sentence openers	intonation, tone and volume to			
	appropriate intonation, tone and	with fronted adverbials.	make the meaning clear.			
	volume to make the meaning	Consistently organise paragraphs	Proofread for grammar,			



Handwriting		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. Insistency and quality of handwriting; pand strokes to begin to increase fluency	·	s, accurate position of ascenders and descenders	5.
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 Varjak Paw SF Said SF S	Transition text – July and September Year 5	Varjak Paw SF Sald What had be for the sale of the s
Grammar Punctuation Spelling	Sounds Write/Twinkl Planlt 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 Planlt 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 Planlt 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



	year groups accurately. Use	questions accurately and with	groups accurately. Use direct		
	direct speech, including a	correct punctuation. Use	speech, including a comma after		
	comma after the reporting	punctuation from previous year	the reporting clause. Choose		
	clause. Choose nouns and	groups accurately. Choose nouns	nouns and pronouns appropriately		
	pronouns appropriately to aid	and pronouns appropriately to aid	to aid cohesion and avoid		
	cohesion and avoid repetition.	cohesion and avoid repetition.	repetition. Use apostrophe for		
	Use apostrophe for singular and	'	singular and plural possession.		
	plural possession.		3		
Composition	Write a coherent narrative using	Write a non-fiction, instructional	Write a coherent narrative using		
·	ideas from reading and modelled	piece using ideas and structure	ideas from reading and modelled		
	examples. Plan writing by	from reading and modelled	examples. Plan writing by		
	recording ideas and key	examples. Plan writing by	recording ideas and key		
	vocabulary. Create setting,	recording ideas and key	vocabulary. Create setting,		
	character and plot narratives	vocabulary. Create genre-specific	character and plot narratives		
	showing an awareness of the	layout devices showing an	showing an awareness of the		
	reader. Gather, grade and use	awareness of the reader.	reader. Gather, grade and use		
	new vocabulary from reading.	Consistently organise paragraphs	new vocabulary from reading. Use		
	Use a progressively rich	around a theme. Gather, grade	a progressively rich vocabulary		
	vocabulary and an increasing	and use new vocabulary from	and an increasing range of		
	range of sentence structures,	reading. To use the correct tense	sentence structures, including		
	including moving adverbials and	throughout. To read aloud what	moving adverbials and		
	conjunctions within a sentence.	they have written with appropriate	conjunctions within a sentence.		
	Vary sentence openers with	intonation, tone and volume to	Vary sentence openers with		
	fronted adverbials. Consistently	make the meaning clear.	fronted adverbials. Consistently		
	organise paragraphs around a	Proofread for grammar,	organise paragraphs around a		
	theme. To use the correct tense	punctuation and spelling errors	theme. To use the correct tense		
	throughout. Proofread for	and amend their own, and others',	throughout. Proofread for		
	grammar, punctuation and	writing. Use standard English,	grammar, punctuation and		
	spelling errors and amend their	recognising and correcting errors.	spelling errors and amend their		
	own, and others', writing. Use		own, and others', writing. Use		
	standard English, recognising		standard English, recognising and		
	and correcting errors.		correcting errors.		
Handwriting				ate position of ascenders and descende	ers. Be
	confident in joining strokes through	nout all independent writing to increas	e fluency.		



Writing	Descriptive narrative	Instructions	Narrative; story			
Outcome						
Genre						
Poetry Spine	Volonto Blown Therefore the relate CHOSEN BY ROSER MªSOUGH	Riding a Lion WOOD ot Like Fire by Valerie Bloom, Sensation	nal by Poger McGough Deep in the G	reen Wood by Was Magao Riding a	ion by Coral Pur	phla

Narrative / Fiction writing
Non-fiction writing
Poetry