**YEAR 4 writing units – progression map**

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|  |  | **Autumn 1** | | | **Autumn 2** | | |
| Author focus this term | **Literary Leaf Text** | **The Undefeated**  *By Kiwame Alexander* | | **Zombierella**  *By Joseph Coehlo* | **Skygazing**  *By Anna Claybourne* | **The Wild Robot**  *By Peter Brown* | |
|  | **Writing Root**  **(Unit)** | **Tar Beach**  *By Faith Ringold* | **Varmints**  *By Helen Ward* | | **FArTHER** *BY Grahame Barker Smith* | | **Until I Met Dudley**  *By Roger McGough and Chris Riddell* |
|  | **Outcomes**  Narrative  Non-fiction | Poetry  Setting descriptions  Formal letters  Dialogue (scripts) | Explanations of a life cycle  Diary entries  Instructions  Letters  Descriptions  Explanation | | Retellings  Recounts (postcards)  Setting descriptions  Labels  Diary entries  Instructions | | Explanatory posters  Letter  Short informal explanations |
|  | **Main Outcome** | Retelling as a playscript | Speeches | | Sequel story | | Explanation texts |
|  | **Audience/**  **Form** | * Poem about freedom * First person setting description of New York City * Formal persuasive letter to the Union * Dialogue as a play script * Narrative retelling as a playscript | * Diary entry in role as the creature * Instructions for planting a seed * Motivational poster * Letter to the Secret Society of   Gardeners   * Speech to fight back against change * Explanation of a life cycle | | * Postcard from the boy to his   best friend   * Soundscape setting description * Technical labels for a flying   machine   * Instructions for a flying machine * Letter from father to son * Sequel with the boy as the   new main character | | * Poster to explain an invention * Letter to ask Dudley for help * Explanatory paragraph about how a refrigerator works * Extended informal explanatory paragraph * Two explanation texts – formal and informal |
|  | **Purpose** | Entertain  Describe  Persuade | Reflect  Instruct  Persuade  Inform  Explain | | Recount  Inform  Describe  Instruct  Reflect | | Inform  Reflect  Explain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | -ing suffix \*  un- prefix \* | imperative verbs \* | | -ing verbs as nouns  personification | | technical vocabulary  differences in formal / informal  vocab  plural and possessive -s |
| **Sentence** | modal verbs \*  conjunctions to explain \*  noun phrases expanded with preposition phrases  conditional sentences – if \* | noun phrases expanded with prepositions  adverbials of time  range of sentence types \*  conjunctions – when, before, after, as  conditional sentences – if/then\* | | modal verbs \*  conjunctions to explain \*  questions \*  noun phrases with abstract nouns  sentence order \*  multi-clause sentences  prepositions to extend noun phrases – with, for, to  adverbial phrases | | prepositions to explain – for, with  conjunctions to explain \*  modal verbs \*  questions \*  cause and effect conjunctions  multi-clause sentences  adverbials of time  relative clauses \* |
| **Punctuation** | commas to mark clauses \*  apostrophes for contractions \*  possessive apostrophes, inc. for plural nouns  brackets – stage directions | question marks \*  semi-colon to introduce a list \* | | question marks \*  commas after fronted adverbials | | question marks \*  commas to mark clauses \*  possessive apostrophes |
| **Text** | present progressive \*  play script construction  tense consistency | paragraphs to organise around a theme  subheadings \*  adverbials for cohesion \* | | present perfect tense \*  conjunctions for cohesion \* | | pronouns to avoid repetition |

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|  |  | **Spring 1** | | **Spring 2** | |
| Author focus this term | **Literary Leaf Text** | **Tamarind and the Star of Ishta**  *By Lisette Auton* | | **The Poet’s Dog**  *By Patricia MacLachlan* | **Norse Myths**  *By Kevin Crossley-Holland* |
|  | **Writing Root**  **Unit** | **Winter’s Child**  *By Angela McAllister* | **Cinnamon**  *By Neil Gaiman* | **The Lion and the Unicorn**  *By Shirley Hughes* | **Odd and the Frost Giants**  *By Neil Gaiman* |
|  | **Outcomes**  Narrative  Non-fiction | Descriptive poems  Postcards (recount)  Dialogue  Setting descriptions  Retellings | Diary entries  Informal letters  Dialogue  Adverts  Limericks / other poetry | Letters  Diary entries  Character descriptions  Setting descriptions  Non-chronological reports | Narrative recounts  Character descriptions  Setting descriptions  Letters  Short explanations |
|  | **Main Outcome** | Fantasy story sequel | Own version fable | Own version historical narrative | Retelling |
|  | **Audience/**  **Form** | * Descriptive poem of a wintry scene * Postcard recount of reindeer adventure * Conversation between two boys * Letter to Winter’s Child * Retelling of the story * Sequel for an alternative season | * Character descriptions * Advert to help the family * Formal letter to the family * Poem about the tiger * Limerick about story character * Diary entry for Cinnamon * Conversation between Cinnamon and tiger * Own version fable | * Letter to Lenny’s dad * Conversation between Lenny and mum * Diary entry for Lenny * Letter home from Lenny * Description of the garden * Report to Headteacher * Instructions for leaving the house * Historical narrative | * Character description of Odd * Letter from Odd * Description of a god * Explanation of how a rainbow is formed * Retelling from an alternative * perspective |
|  | **Purpose** | Recount  Describe  Entertain | Persuade  Inform  Entertain  Reflect | Inform  Reflect  Describe | Describe  Inform  Explain  Entertain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** |  | similes | phoneme /u/ spelt ou  regular / irregular plurals\*  homophones in context  Standard English verb forms | -ous suffix |
| **Sentence** | conditional sentences – if \*  noun phrases expanded with preposition phrases  conjunctions – because, since, as | contrasting conjunctions  cause and effect conjunctions  noun phrases expanded with preposition phrases  range of sentence types \*  expanded noun phrases  multi-clause sentences | multi-clause sentences  subordinating conjunctions  noun phrases expanded with preposition phrases  order of clauses \*  commands | Subordinating conjunctions  expanded noun phrases  preposition phrases  adverbs / adverbial phrases  fronted adverbials  relative clauses \* |
| **Punctuation** | inverted commas for speech  possessive apostrophe | inverted commas for speech  other speech punctuation | inverted commas for speech  apostrophes for contraction\*  apostrophes for plural possession | commas after fronted adverbials |
| **Text** | paragraphs to organise around a theme  pronouns to avoid repetition | present perfect tense \*  paragraphs to organise around a theme  subheadings \* | present perfect tense \*  paragraphs to organise around a theme  adverbials for cohesion \* | paragraphs to organise around a theme  conjunctions for cohesion \*  pronouns to avoid repetition |

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|  |  | **Summer 1** | | | **Summer 2** | |
|  | **Literary Leaf Text** | **The Humans: Ancient Civilisations**  *By Jenny Marx* | | **The Fossil Hunter**  *By Kate Winter* | **The Lion, the Witch and the Wardrobe**  *By C.S. Lewis* | |
| Author focus this term | **Writing Root**  **Unit** | **Weslandia**  *By Paul Fleischman* | **The Ever-Changing Earth**  *By Graham Baker-Smith* | | **Granny Came Here on the Empire Windrush**  *By Patrice Lawrence* | **Jabberwocky**  *By Lewis Carroll* |
|  | **Outcomes**  Narrative  Non-fiction | Retellings  Character descriptions  Book reviews | Informal letters  Explanatory leaflets  List poems  Dictionaries of terms | | Informal letters  Factual statements  Future aspirations  Postcard  Diary entry  Speech  Quotations | Performance poetry  Explanatory descriptions |
|  | **Main Outcome** | Non-chronological report | Narrative sequel | | Factual report | Nonsense poem |
|  | **Audience/**  **Form** | * Character description for Wesley * Retelling of Weslandia story * Non-chronological report about own ‘land’ | * Postcard to Kûn * Dictionary of new vocabulary * Explanatory leaflets about the Northern Lights * List poems about the formation of the Earth * Cyclical sequel narrative | | * ual statements about a historical figure * Future aspirations of a passenger * Postcard from Granny * Speech as Ava * Quotations from Windrush passengers * Factual report on the Empire Windrush | * Group choral performance of poem * Explanatory description of creature from poem * Nonsense poem about an imagined creature |
|  | **Purpose** | Describe  Entertain  Inform | Inform  Explain  Entertain | | Inform  Reflect | Entertain  Explain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | -ous suffix  -tion suffix | word classes | | forms of a or an  synonyms | forms of a or an  suffixes / prefixes to identify word class  figurative language |
| **Sentence** | adverbial phrases  causal conjunctions  multi-clause sentences  fronted adverbials  conditional sentences – if  questions | conjunctions – to explain and contrast  fronted adverbials  adverbial phrases  expanded noun phrases | | modal verbs \*  conjunctions to explain / contrast  expanded noun phrases  adverbial phrases of time / manner / place  relative clauses \*  multi-clause sentences  questions \* | expanded noun phrases  exclamatory sentences \*  portmanteau to create nonsense vocabulary |
| **Punctuation** | commas after fronted adverbials  question marks \* | commas after fronted adverbials | | bullet points \*  question marks \*  inverted commas for speech | exclamation marks \*  sentence ending punctuation \* |
| **Text** | paragraphs to organise around a theme | paragraphs to organise around a theme  pronouns for cohesion | | present perfect tense \*  paragraphs to organise around a theme  noun phrases to avoid repetition  subheadings \* | Rhyming verse |