**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**NarrativeNon-fiction | PoetrySetting descriptionsFormal lettersDialogue (scripts) | Explanations of a life cycleDiary entriesInstructions LettersDescriptionsExplanation | RetellingsRecounts (postcards)Setting descriptionsLabelsDiary entriesInstructions | Explanatory postersLetterShort 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** | EntertainDescribe Persuade | ReflectInstructPersuadeInformExplain | RecountInformDescribeInstructReflect | InformReflectExplain |
| **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 nounspersonification | technical vocabularydifferences in formal / informalvocabplural and possessive -s |
| **Sentence** | modal verbs \*conjunctions to explain \*noun phrases expanded with preposition phrasesconditional sentences – if \* | noun phrases expanded with prepositionsadverbials of timerange of sentence types \*conjunctions – when, before, after, asconditional sentences – if/then\* | modal verbs \*conjunctions to explain \*questions \*noun phrases with abstract nounssentence order \*multi-clause sentencesprepositions to extend noun phrases – with, for, toadverbial phrases | prepositions to explain – for, withconjunctions to explain \*modal verbs \*questions \*cause and effect conjunctionsmulti-clause sentencesadverbials of timerelative clauses \* |
| **Punctuation** | commas to mark clauses \*apostrophes for contractions \*possessive apostrophes, inc. for plural nounsbrackets – 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 constructiontense consistency | paragraphs to organise around a themesubheadings \*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**NarrativeNon-fiction | Descriptive poemsPostcards (recount)DialogueSetting descriptionsRetellings | Diary entriesInformal lettersDialogueAdvertsLimericks / other poetry | LettersDiary entriesCharacter descriptionsSetting descriptionsNon-chronological reports | Narrative recountsCharacter descriptionsSetting descriptionsLettersShort 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** | RecountDescribeEntertain | PersuadeInformEntertainReflect | InformReflectDescribe | DescribeInformExplainEntertain |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** |  | similes | phoneme /u/ spelt ouregular / irregular plurals\*homophones in contextStandard English verb forms | -ous suffix |
| **Sentence** | conditional sentences – if \*noun phrases expanded with preposition phrasesconjunctions – because, since, as | contrasting conjunctionscause and effect conjunctionsnoun phrases expanded with preposition phrasesrange of sentence types \*expanded noun phrasesmulti-clause sentences | multi-clause sentencessubordinating conjunctionsnoun phrases expanded with preposition phrasesorder of clauses \*commands | Subordinating conjunctionsexpanded noun phrasespreposition phrasesadverbs / adverbial phrasesfronted adverbialsrelative clauses \* |
| **Punctuation** | inverted commas for speechpossessive apostrophe | inverted commas for speechother speech punctuation | inverted commas for speechapostrophes for contraction\*apostrophes for plural possession | commas after fronted adverbials |
| **Text** | paragraphs to organise around a themepronouns to avoid repetition | present perfect tense \*paragraphs to organise around a themesubheadings \* | present perfect tense \*paragraphs to organise around a themeadverbials for cohesion \* | paragraphs to organise around a themeconjunctions 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**NarrativeNon-fiction | RetellingsCharacter descriptionsBook reviews | Informal lettersExplanatory leafletsList poemsDictionaries of terms | Informal lettersFactual statementsFuture aspirationsPostcardDiary entrySpeechQuotations | Performance poetryExplanatory 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 EntertainInform | InformExplainEntertain | 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 ansynonyms | forms of a or ansuffixes / prefixes to identify word classfigurative language |
| **Sentence** | adverbial phrasescausal conjunctionsmulti-clause sentencesfronted adverbialsconditional sentences – ifquestions | conjunctions – to explain and contrastfronted adverbialsadverbial phrasesexpanded noun phrases | modal verbs \*conjunctions to explain / contrastexpanded noun phrasesadverbial phrases of time / manner / placerelative clauses \*multi-clause sentencesquestions \* | expanded noun phrasesexclamatory sentences \*portmanteau to create nonsense vocabulary |
| **Punctuation** | commas after fronted adverbialsquestion 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 themepronouns for cohesion | present perfect tense \*paragraphs to organise around a themenoun phrases to avoid repetitionsubheadings \* | Rhyming verse |