



Curriculum Progression Map

ENGLISH Writing

Year 4



Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



Curriculum Progression Map Reading- ENGLISH Writing

National Curriculum

- Writing: transcription
 - Use further prefixes and suffixes and understand how to
 - Add them (english appendix 1)
 - Spell further homophones
 - Spell words that are often miss-pelt (english appendix 1)
 - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
 - Use the first two or three letters of a word to check its spelling in a dictionary
 - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing: handwriting
 - 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
 - Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down- strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
 - Writing: composition
- *Plan their writing by:*
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - Discussing and recording ideas
- *Draft & write by:*
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (english appendix 2)
 - Organising paragraphs around a theme
 - In narratives, creating settings, characters and plot
 - In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- *Evaluate & edit by:*
 - Assessing the effectiveness of their own and others' writing and suggesting improvements
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so



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| | <p>that the meaning is clear.</p> <ul style="list-style-type: none"> - Writing: vocabulary, grammar & punctuation <i>develop their understanding of the concepts set out in english appendix 2 by:</i> <ul style="list-style-type: none"> o Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although o Using the present perfect form of verbs in contrast to the past tense o Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition o Using conjunctions, adverbs and prepositions to express time and cause o Using fronted adverbials - Learning the grammar for years 3 and 4 in english appendix 2 - <i>Indicate grammatical and other features by:</i> <ul style="list-style-type: none"> o Using commas after fronted adverbials |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">How it looks at Shawclough</p> | <ul style="list-style-type: none"> - Talk for writing process continues to be further developed across a varied range of themes/subjects: <ul style="list-style-type: none"> o Hook o Familiarise with quality text o Look at features o Guided writing (imitation) o Adapt and apply to a similar piece (innovation) o Independent write - By the end of Year 4 children continue to develop editing and purple polishing the effectiveness of their own and others writing. |



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| <p style="text-align: center;">Fiction</p> | <ul style="list-style-type: none">- Character description – toad from WITW- Setting description – Chocolate room/invention room- Setting description –historical WITW- Diary – Tadeo Jones- Play scripts –- Fables – innovation of an existing fable- Narrative – time slip story the Egyptians |
| <p style="text-align: center;">Non fiction</p> | <ul style="list-style-type: none">- Summaries – range of texts used- Newspaper article – adventures of Toad- Newreporter speech- Persuasive advert (poster/leaflet)- Explanation text- of a process water cycle and how chocolate is made- Biographies – Goldsworthy / Dahl- Blog |



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| Poetry | <ul style="list-style-type: none">- Diamante poems- Kennings- Haikus |
| Phonic & Whole word spelling children should: SPELLINGS Y5/6 Spelling scheme | <ul style="list-style-type: none">- Recognise and spell additional homophones- Spell words that are often misspelt (through Y4 spelling scheme) |
| Other word building spelling children should: | <ul style="list-style-type: none">- Use further prefixes and suffixes and understand how to add them (through y4 spelling scheme)- Place the possessive apostrophe accurately in words with regular plurals and in words with Irregular plurals- Use the first 3 letters of a word to check its spelling in a dictionary |
| Transcription children should: | <ul style="list-style-type: none">- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |



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| <p>Handwriting children should:</p> | <ul style="list-style-type: none"> - To increase the legibility, consistency and quality of their joined handwriting with increasing accuracy and speed. - To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. |
| <p>Contexts for Writing children should:</p> | <ul style="list-style-type: none"> - Discuss new writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |
| <p>Planning Writing children should:</p> | <ul style="list-style-type: none"> - Discus and record ideas - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (supported by alan peat sentence types) |
| <p>Drafting Writing children should:</p> | <ul style="list-style-type: none"> - Organise clear and consistent paragraphs around a theme - To build cohesion across paragraphs. - In narratives, create settings, characters and plot - In non-narrative material, use simple organisational devices (headings & subheadings) |



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| Editing Writing children should: | <ul style="list-style-type: none">- Assess the effectiveness of their own and others' writing and suggest improvements, based on grammar and spelling covered so far.- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences- Proofread for spelling and punctuation errors |
| Performing Writing children should: | <ul style="list-style-type: none">- Read their own writing aloud, with increasing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| Vocabulary children should: | <ul style="list-style-type: none">- Extend the range of sentences with more than one clause by using a wider range of subordinating and coordinating conjunctions, including when, if, because, although- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |



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| <p style="text-align: center;">Grammar children should:</p> | <ul style="list-style-type: none"> - To maintain appropriate tense. - Form nouns using prefixes(through the spelling scheme) - Use the correct form of 'a' or 'an' use word families based on common words (solve, solution, Dissolve, insoluble) - Use a wide range of fronted Adverbials correctly punctuated - Use a range of grammatical sentence structures based on the Alan Peat sentence types - Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |
| <p style="text-align: center;">Punctuation children should:</p> <p style="text-align: center;">PUT SYMBOLS ON</p> | <ul style="list-style-type: none"> - Use commas after fronted Adverbials - Indicate possession by using the possessive apostrophe with Singular and plural nouns - Use and punctuate all direct speech correctly - Consistently use expanded and modified noun phrases. |
| <p style="text-align: center;">Alan Peat Sentences</p> | <ul style="list-style-type: none"> - Emotion, word - Verb, person - If ,if, if, then - Action and more action - Adj same adj - Paired conjunctions |



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Grammatical
Terminology children
should:

PUNCTUATION

- Determiner pronoun
- Possessive pronoun adverbial