

Year 4 Map WRITING

	A story with a dilemma— Lost or Stolen	Information Text	Poetry Haiku	Journalistic Recounts	Narrative Verse The Bogey Man and the Trolls Next Door	Explanation Texts How to get the pop star look	Playscripts The Fly and the Fool	Evaluating Evidence Police Investigation	Stories with a historical setting Victorian—Runaway	Newspapers	Stories from another culture Sugarcane set in Pakistan	Persuasive Writing	
Vocabulary, Grammar and punctuation	Active English Main Foci	DETERMINER			CO-ORDINATING CONJUNCTION COMPOUND SENTENCE MAIN CLAUSE			PREPOSITION TIME	SUBORDINATING CONJUNCTION and COMPLEX SENTENCE MAIN CLAUSE SUBORDINATING CLAUSE		RELATIVE CLAUSE		
	Conjunctions/ adverbs/ prepositions	Adverbs including fronted adverbials (Y4)	Adverbs of time next meanwhile until after that before now finally (Y4)		Adverbs of time Adverbs including fronted adverbials (Y4)			Adverbs of time next meanwhile until after that before now finally (Y4)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	
	Punctuation	Comma after an adverbial (Y4) Direct Speech including the associated punctuation (Y4)	Comma after an adverbial (Y4)	Use punctuation and line breaks to show how a poem should be read (Y4)	Inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas (Y4)	Comma after an adverbial (Y4)	Inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas (Y4)	Punctuation associated with play scripts. (Y4)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	Comma after an adverbial (Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Speech punctuation (Y4)	Comma after an adverbial (Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Speech punctuation (Y4)	Comma after an adverbial (Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Speech punctuation (Y4)	Comma after an adverbial Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Speech punctuation (Y4)
Writing Transcription	Sentence Level	Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions (Y4) Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases (Y4)	Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions (Y4)	Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns (Y4)	Show consistency in their decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition (Y4) Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents (Y4)	Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions (Y4) Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases (Y4)	Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: (Y4)	Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability (Y4)	Show consistency in their decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition (Y4) Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents (Y4)	Show consistency in their decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition (Y4) Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases (Y4)	Begin to use rhetorical questions (e.g. in persuasive writing: How would you like to sleep on the street?) (Y4)	Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions (Y4) Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases (Y4)	Begin to use rhetorical questions (e.g. in persuasive writing: How would you like to sleep on the street?) (Y4) Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents (Y4)
	Text Level	In narratives, create characters, settings and plot, often based on their reading, with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions (Y4)	In non-narrative material, use simple organisational devices [for example, headings, subheadings or basic paragraph summaries] (Y4) Organise paragraphs around a theme (Y4)	Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4) Construct similes using 'like' or 'as' (e.g. He's as grumpy as a bear, She ran like the wind) (Y4) Use Personification and alliteration (Y4)	Confidently use the present perfect form of verbs in contrast to the past tense (Y4) In non-narrative material, use simple organisational devices [for example, headings, subheadings or basic paragraph summaries] (Y4)	In narratives, create characters, settings and plot, often based on their reading, with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions (Y4)	In non-narrative material, use simple organisational devices [for example, headings, subheadings or basic paragraph summaries] (Y4) Organise paragraphs around a theme (Y4)	Begin to be more specific with their word choices (Y4)	Plan vocabulary with which to create appropriate and interesting settings, characters and plot (Y4) Clearly identify the viewpoint from which they will be writing (Y4)	In narratives, create characters, settings and plot, often based on their reading, with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions (Y4)	In non-narrative material, use simple organisational devices [for example, headings, subheadings or basic paragraph summaries] (Y4)	In narratives, create characters, settings and plot, often based on their reading, with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions (Y4)	In non-narrative material, use simple organisational devices [for example, headings, subheadings or basic paragraph summaries] (Y4) Organise paragraphs around a theme (Y4)
Writing Composition	Plan	Plan vocabulary with which to create appropriate and interesting settings, characters and plot (Y4) Compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures (Y4)	Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas (Y4)	Plan vocabulary with which to create settings, characters and plot in narrative writing (Y4) Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, (Y4)	Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas (Y4)	Plan vocabulary with which to create appropriate and interesting settings, characters and plot (Y4) Compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures (Y4)	Compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures (Y4)	Compose and rehearse sentences orally (Y4) Plan vocabulary with which to create appropriate and interesting settings, characters and plot (Y4)	Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas (Y4)	Compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures (Y4)	Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas (Y4)	Plan vocabulary with which to create appropriate and interesting settings, characters and plot (Y4) Compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures (Y4)	Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas (Y4)
	Draft	Up-skill sentences Proof-read their own and others' writing for spelling and punctuation errors, appropriate to the level expected for their age group (Y4)	Assess and discuss the effectiveness of their own and others' writing and suggest improvements (Y4)	Begin to consider the intended effect of their writing on the reader (Y4)	Use paragraphs, by grouping relevant information, showing an increasing level of confidence and accuracy in their placement of paragraph breaks (Y4)	Up-skill sentences Proof-read their own and others' writing for spelling and punctuation errors, appropriate to the level expected for their age group (Y4)	Begin to consider the intended effect of their writing on the reader (Y4) Proof-read their writing for spelling and punctuation errors, (Y4)	Begin to consider the intended effect of their writing on the reader (Y4)	Use paragraphs, by grouping relevant information, showing an increasing level of confidence and accuracy in their placement of paragraph breaks (Y4)	Assess and discuss the effectiveness of their own and others' writing and suggest improvements (Y4)	Begin to consider the intended effect of their writing on the reader (Y4)	Up-skill sentences Proof-read their own and others' writing for spelling and punctuation errors, appropriate to the level expected for their age group (Y4)	Use paragraphs, by grouping relevant information, showing an increasing level of confidence and accuracy in their placement of paragraph breaks (Y4)
	Evaluate	Assess and discuss the effectiveness of their own and others' writing and suggest improvements to plot, vocabulary and/or grammar and monitor their own writing for sense and effectiveness (Y4)	Use appropriate grammatical terminology in discussing writing (Y4)	Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear (Y4)	Proof-read their own and others' writing for spelling and punctuation errors (Y4) Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences (Y4)	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y4)	Proof-read their own and others' writing for spelling and punctuation errors (Y4) Assess and discuss the effectiveness of their own and others' writing and suggest improvements (Y4)	Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences (Y4)	Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences (Y4)	Proof-read their writing for spelling and punctuation errors, (Y4) Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences (Y4)	Proof-read their writing for spelling and punctuation errors, (Y4) Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences (Y4)	Proof-read their writing for spelling and punctuation errors, (Y4)	Proof-read their writing for spelling and punctuation errors, (Y4) Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences (Y4)
Terminology	Inverted comma Fronted Adverbial 1st/2nd/3rd person	Adverbs Determiner	alliteration personification	Reported Speech Reporting Clause Bullet points Standard English Dialect	Perform Recite Synonyms Antonyms	Reported Speech Reporting Clause Bullet points Standard English Dialect	character list setting character dialogue stage directions Audience	character list setting character dialogue Pro noun Possessive pro noun	character list setting character dialogue Pro noun Possessive pro noun	Reported Speech Reporting Clause Bullet points Standard English	character list setting character dialogue Pro noun Possessive pro noun	Persuasive Rhetorical question	