



St Luke's CE Primary School

Curriculum map Literacy Year 4

This map outlines the Literacy that will be taught, covering the teaching of reading, writing and spoken language. In addition to this, children will be taught specific aspects through guided reading, independent reading, listening to books read aloud and separate spelling (see separate plan) and handwriting lessons. Writing will take the form of producing a first draft (a cold write), then, after a series of lessons, children will edit, redraft and produce a final copy.

Unit	Time	Texts	Outcomes – writing opportunities and cold writes	English language opportunities (New Curriculum – Programme of Study)	On-going language teaching (Plan, write, edit & evaluate)
Recounts	2 weeks	The Day I Swapped my Dad for Two Goldfish Diary of a Killer Cat, by Anne Fine	Cold write: Diary entry Describing an object Character description Diary recount	<p>Reading: Understand what they read in books they can read independently by:</p> <ul style="list-style-type: none"> - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Identifying themes and conventions in a wide range of books <p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes, understanding how to add them (dis-, mis-, in-) <p>Grammar: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - Extending a range of sentences with 	<p>Plan by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, grammar and vocabulary <p>Draft and write by:</p> <ul style="list-style-type: none"> - Progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organising paragraphs around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements

				<p>more than one clause by using a wider range of connectives, e.g. when, if, because, although</p> <ul style="list-style-type: none"> - Using conjunctions, adverbs and prepositions to express time and cause 	
Stories with a common theme	2 weeks	<p>Egyptian theme: Cinderella</p> <p>Mufaro's Beautiful Daughters</p>	<p>Could write own version of part of a story</p> <p>Diary</p> <p>Informal letter</p> <p>Story</p>	<p>Spoken language:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - speak audibly and fluently - select and use appropriate registers for effective communication. - participate in discussions, - give well-structured narratives and explanations expressing their feelings <p>Reading:</p> <p>Understand what they read in books they can read independently by:</p> <ul style="list-style-type: none"> - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Identifying themes and conventions in a wide range of books <p>Spelling:</p> <ul style="list-style-type: none"> - contractions – revisit - write from memory simple sentences, dictated by the teacher, that include words taught so far - spell words that are often mis-spelt <p>Grammar:</p> <p>2A sentences</p> <p>-ly openers</p> <p>Pupils should be taught to:</p>	<p>Plan by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, grammar and vocabulary <p>Draft and write by:</p> <ul style="list-style-type: none"> - Progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organising paragraphs around a theme <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p>

				<p>-use the present perfect form of verbs in contrast to the past tense</p> <p>-use fronted adverbials</p>	
Creating Images (Poetry)	2 weeks	<p>Daddy Fell into the Pond by Alfred Noyes</p> <p>The Bug Chant by Tony Mitton</p> <p>Lone Dog by Irene McLeod</p> <p>Wind Poems by Christina Rossetti</p>	<p>Writing a chant</p> <p>Writing a poem based on one read</p>	<p>Spoken language: Pupils should be taught to:</p> <ul style="list-style-type: none"> - participate actively in collaborative conversations - use spoken language to develop understanding - participate in performances - speak audibly and fluently - select and use appropriate registers for effective communication <p>Reading: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - preparing poems to read aloud and perform, showing understanding through intonation, tone, volume and action - using dictionaries to check the meaning of words that they have read. <p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"> - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>use further suffixes and understand how to use them</p> <p>Grammar: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - choosing nouns appropriately 	<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, grammar and vocabulary</p> <p>Discussing and recording ideas</p> <p>Draft and write by:</p> <p>Organising paragraphs around a theme</p> <p>Creating characters</p> <p>Creating settings, characters and plot</p> <p>Read aloud their own writing using appropriate intonation</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to vocabulary</p> <p>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</p>

				<ul style="list-style-type: none"> - noun phrases expanded by the addition of modifying adjectives and nouns (e.g. the teacher expanded to: the strict maths teacher with curly hair) - using adverbs 	
Information text	3 weeks	Drums from the Kingfisher	<p>Cold write: What instrument would they like to play and why?</p> <p>How are the tabla used, etc</p>	<p>Spoken language:</p> <ul style="list-style-type: none"> - ask relevant questions - listen to and respond appropriately - speak audibly and fluently - select and use appropriate registers - participate in discussions, presentations, performances <p>Reading: Retrieve and record information from non-fiction. Understand what the read by:</p> <ul style="list-style-type: none"> - asking questions to improve their understanding of a text <p>Develop positive attitudes to reading by:</p> <ul style="list-style-type: none"> - reading aloud showing understanding through intonation, tone, volume and action - reading books that are structured in different ways and for a range of purposes <p>Understand books they've read by:</p> <ul style="list-style-type: none"> - identifying main ideas drawn from a text and summarising these <p>Participate in discussion about books</p> <p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"> - read further exception words, noting the usual correspondences between letter and sound (short 'i' phoneme represented by a y, e.g. myth, Egypt, rhythm, symphony) 	<p>Plan by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> - Organising paragraphs around a theme <p>Evaluate & edit by:</p> <ul style="list-style-type: none"> - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Assessing the effectiveness of their own and others' writing and suggesting improvements. - Read aloud their own writing

				<ul style="list-style-type: none"> - write from memory simple sentences, dictated by the teacher, that include words taught so far - spell words that are often mis-spelt <p>Grammar: Express time and place using conjunctions Develop their understanding by:</p> <ul style="list-style-type: none"> - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Extending the range of sentences with more than one clause by using a range of conjunctions 	
Stories from other cultures	3 weeks	Seasons of Splendour The Tiger Child	<p>Cold write – Write a story - (Rama and Sita)</p> <p>Write a story – plan & write their own Indian tale</p>	<p>Spoken language: Pupils should be taught to:</p> <ul style="list-style-type: none"> - speak audibly and fluently - select and use appropriate registers for effective communication. - participate in discussions, - give well-structured narratives and explanations expressing their feelings <p>Reading: Develop positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction - increasing their familiarity with a wide range of books and retelling these orally - reading books that are structured in different ways - drawing inferences such as inferring characters' feelings, thoughts and motives 	<p>Plan by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehears sentences orally, progressively building a varied, rich vocabulary - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices

				<ul style="list-style-type: none"> - predicting what might happen - identifying main ideas drawn from one of more than one paragraph and summarising - using dictionaries to check meanings <p>Read independently by:</p> <ul style="list-style-type: none"> - checking that the text makes sense - asking questions - drawing inferences <p>Spelling: Pupils should be taught to: -use further suffixes and understand how to add them (-ly)</p> <p>Grammar: Pupils should be taught to:</p> <ul style="list-style-type: none"> - use prepositions to express time and cause - extend the range of sentences with more than one clause (conjunctions) <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas after fronted adverbials 	
Non-chron. report	2 weeks	Newspapers Magazines	<p>Cold write</p> <p>Write a review</p> <p>Write a review/report of a game</p>	<p>Spoken language: Pupils should be taught to:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and peers - articulate and justify arguments and opinions - participate in debates - maintain attention and participate actively in collaborative conversations - consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Reading: Develop positive attitudes to reading by:</p>	<p>Plan by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - organising paragraphs around a theme - in non-narrative material, using simple organisational devices such as headings and sub-headings

				<ul style="list-style-type: none"> - discussing a range of non-fiction books - reading books structured in different ways and reading for a range of purposes - use dictionaries to check meanings - discussing words and phrases that capture the reader's interest <p>Understand what they read in books by:</p> <ul style="list-style-type: none"> - identifying how language, structure and presentation contribute to meaning - asking questions to improve their understanding of a text <p>Participate in discussion about books</p> <p>Retrieve and record information from non-fiction</p> <p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes, understanding how to add them <p>Grammar: Pupils should be taught to:</p> <ul style="list-style-type: none"> - choose nouns or pronouns appropriate for clarity and cohesion and to avoid repetition - use the present perfect form of verbs in contrast to the past tense (to mark relationships, time and cause) 	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> - proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences - proof-read for spelling/punctuation errors - read aloud their own writing
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