

## Year 4/5 Writing Curriculum Map Document Autumn Term

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should revise and be secure:</b></p> <ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words (Y4)</li> <li>Use prefixes and suffixes and understand the guidance for adding them (Y3)</li> <li>Revise columns 1 and 2 of Y3/4 NC word list (Y3)</li> <li>Column 1 of Y5/6 word list (Y5)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Y3)</li> <li>Y4 Spelling: <ul style="list-style-type: none"> <li>Homophones/ prefix -in, -il, -im, -ir, sub, inter</li> <li>Words ending in -ation, ly, ily</li> <li>Words ending in -ssion, tion, cian, ous, suffix added to words ending in 'y', -ious, -eous (Y4&amp; Y5) -cious (Y5)</li> <li>Words where 'Au' makes an 'or' sound (Y4)</li> <li>Adverbs of manner (Y4)</li> <li>Words ending in -cial, -tial, -ant, -ance, -ancy, -ent, -ence (Y5)</li> </ul> </li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Work out and clarify the meanings of unknown words by using a dictionary confidently and using knowledge of root words.</li> <li>Identify words with more than one meaning</li> <li>Learn Y5/6 word list columns 1-2</li> <li>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>Endings which sound like /ʃəs/ spelt -cious or -tious e.g. vicious, precious, delicious (Y4)</li> <li>Endings -cial, -tial e.g. partial, confidential, essential</li> <li>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> </ul>	<p><b>Pupils should revise and be secure:</b></p> <ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3)</li> <li>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 (Y2)</li> <li>Use spacing between words that reflects the size of the letters (Y1)</li> <li>Hold a pencil comfortably and correctly with a tripod grip (R)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Hand write in a joined style, with speed and accuracy (Y4)</li> <li>Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid (Y5)</li> </ul>	<p><b>Pupils should revise and be secure:</b></p> <ul style="list-style-type: none"> <li>Use apostrophes for contraction (Y2)</li> <li>Use capital letters for proper nouns (Y3)</li> <li>Use capital letters, full stops, question marks and exclamation marks correctly (Y1)</li> <li>Use commas for lists (Y2)</li> <li>Use brackets for parentheses (Y2)</li> <li>Use inverted commas to demarcate direct speech (Y2)</li> <li>Use commas alongside inverted commas to correctly punctuate speech (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use correct capitals for I, I'll, I', I'd, I'm etc.. (Y4)</li> <li>Use colons to introduce a list and colons for an example (Y3) and an example of something that has come before (Y4)</li> <li>Use commas to clarify meaning or avoid ambiguity in writing (Y5)</li> <li>Use an ellipsis to create a pause or tension (Y5)</li> </ul>	<p><b>Pupils should revise and be secure:</b></p> <ul style="list-style-type: none"> <li>Identify and use prepositions to express time and cause e.g., before, after, during, in, because of (Y3)</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y3)</li> <li>Use expanded noun phrases to convey complicated information concisely (Y4)</li> <li>Use <b>relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, to add detail to writing (Y4)</li> <li>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Y4)</li> <li>Know and use different sentence types: command, exclamation, question, statement (Y2)</li> <li>Understand how to use coordinating conjunctions and subordinating conjunctions and the difference between them (Y4) (co-ordinating used in Y2)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Create and identify expanded noun phrases to add detail and description (Y4)</li> <li>Know the difference between past, present and future tenses and be able to use these for effect when writing (Y4)</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> <li>Use a wide range of sentence structures to add interest to writing (Y5)</li> <li>Be secure using in understanding basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun (Y5)</li> <li>Understand the term clause (Y5)</li> </ul>

Blue = new

Green = already seen

## Year 4/5 Writing Curriculum Map Document Autumn Term

Composition	Text Types	Terminology
<p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li><b>Draft and write by:</b></li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3) e.g. contrasting long and short sentences for effect (Y4)</li> <li>Use simple organisational devices [for example, headings and sub-headings] (Y3)</li> <li>Organising paragraphs around a theme (Y3) use paragraphs to move action forward (Y4)</li> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and to build a rich vocabulary (Y3)</li> <li>In narratives, describing settings, characters and create a developed plot structure (Y4)</li> <li>Summarise and present a familiar story in their own words</li> <li>Integrate dialogue in order to move action forward (Y5)</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y4)</li> <li>Write using standard English</li> <li><b>Evaluate and edit by:</b></li> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements (Y3)</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Proof-read for spelling and punctuation errors (Y3)</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear and prepare readings, with appropriate intonation (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports</li> <li>Characters/settings</li> <li>Stories</li> <li>Descriptions</li> <li>Instructions</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Relative pronoun</li> <li>Relative Clause</li> <li>Parenthesis</li> <li>Bracket</li> <li>Dash</li> <li>Cohesion Ambiguity</li> <li>Preposition</li> <li>Conjunction; subordinating/ co-ordinating</li> <li>Word family</li> <li>Prefix /Suffix</li> <li>Clause, subordinate clause</li> <li>Direct speech</li> <li>Consonant / vowel</li> <li>Inverted commas / Direct speech</li> <li>Noun</li> <li>Adjective/ Adverb / verb</li> <li>Noun / Proper noun</li> <li>Expanded noun phrases</li> <li>Tense: present, past, future</li> <li>Apostrophe</li> <li>Homophone</li> <li>Contraction</li> <li>Pronoun / Possessive pronoun</li> </ul>

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## Year 4/5 Writing Curriculum Map Document Spring Term

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused (Y3)</li> <li>Use dictionaries to check the spelling and meaning of words (Y3)</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (Y5)</li> <li>Use a thesaurus (Y5)</li> <li>Revise columns 3 and 4 of Y3/4 NC word list (Y3)</li> <li>Learn Y5/6 word list columns 2 (Y5)</li> <li>Words ending in -ssion, tion, cian, ous, suffix added to words ending in 'y', -ious, -eous (Y4&amp; Y5) -cious (Y5)</li> <li>Words where 'Au' makes an 'or' sound (Y4)</li> <li>Adverbs of manner (Y4) time (Y5)</li> <li>Words ending in -cial, -tial, -ant, -ance, -ancy, -ent, -ence (Y5)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Y3)</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in year 5 and 6 word lists (columns 2 &amp; 3)</li> <li>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Adding suffixes beginning with vowel letters to words ending in -fer (Y5)</li> <li>Words ending in -able and -ible Words ending in -ably and -ibly (Y5)</li> <li>Words with 'ie' after 'c' (Y5)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>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 (Y2)</li> <li>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3)</li> <li>Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid (Y5)</li> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Indicate possession by using the possessive apostrophe with plural nouns (Y4)</li> <li>Know the difference between direct and reported speech (Y4)</li> <li>Use commas after fronted adverbials (Y3)</li> <li>Using and punctuating direct speech correctly – each mark has a space and comma/question/exclamation inside inverted commas (Y4)</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity in writing (Y5)</li> <li>Use brackets (Y2), dashes or commas to indicate parenthesis. Know the three punctuation types and use all three appropriately (Y4)</li> <li>Indicate possession by using the possessive apostrophe with plural nouns (Y4)</li> <li>Know the difference between direct and reported speech (Y4)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing (Y4)</li> <li>Use expanded noun phrases to convey complicated information concisely (Y3)</li> <li>Use modal verbs or adverbs to indicate degrees of possibility (Y4)</li> <li>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] (Y4)</li> <li>Use conjunctions, adverbs and prepositions to express time and cause (Y4)</li> <li>Verb inflections was/were (Y4)</li> <li>Use determiners accurately a/an (Y4)</li> <li>Understand the difference between plural and possessive apostrophes (Y4)</li> <li>Revise different sentence types (questions, statements, exclamations and commands) (Y2)</li> <li>Revise past, present and future tense (Y3)</li> <li>Understand how to use subordinating conjunctions (Y4)</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y4)</li> <li>Use fronted adverbials and commas after these (Y3)</li> <li>Use the present perfect form of verbs in contrast to the past tense (Y3)</li> </ul>
Composition		Text Types	Terminology
<p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5)</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary (Y5)</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5)</li> <li>Draft and write by:</li> </ul>		<ul style="list-style-type: none"> <li>Explanation</li> <li>Biography</li> <li>Narrative and descriptions</li> <li>Instructions</li> <li>Newspaper reports – chronological</li> </ul>	<ul style="list-style-type: none"> <li>Modal verb</li> <li>Parenthesis</li> <li>Bracket</li> <li>Ambiguity</li> <li>Cohesion</li> <li>Adverbials of time and manner</li> <li>Preposition</li> <li>Word family</li> </ul>

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<ul style="list-style-type: none"> <li>▪ In narratives, describing settings, characters (Y4)</li> <li>▪ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y4/5)</li> <li>▪ Evaluate and edit by: <ul style="list-style-type: none"> <li>▪ Assessing the effectiveness of their own and others' writing (Y3)</li> <li>▪ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5)</li> <li>▪ Proof-read for spelling and punctuation errors (Y3)</li> </ul> </li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear and prepare readings, with appropriate intonation (Y5)</p> <ul style="list-style-type: none"> <li>▪ write persuasively to engage and interest the reader</li> <li>▪ use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Balanced argument</li> <li>• Information text</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix / Suffix</li> <li>• Clause, subordinate clause</li> <li>• Direct speech</li> <li>• Inverted commas / Direct speech</li> <li>• Noun</li> <li>• Adjective/ Adverb / verb</li> <li>• Noun / Proper noun</li> <li>• Expanded noun phrases</li> <li>• Tense: present, past, future</li> <li>• Apostrophe</li> <li>• Homophone</li> <li>• Contraction</li> <li>• Pronoun / Possessive pronoun</li> </ul>
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Year 4/5 Writing Curriculum Map Document Summer Term			
Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>Words containing the letter-string ough</li> <li>Learn Y5/6 word list columns 3 (Y5)</li> <li>Continue to learn Year 5/6 statutory word list columns 1-4 (Y5)</li> <li>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. solemn, thistle, knight, lamb, doubt (Y5)</li> <li>Homophones and other words that are often confused (Y3)</li> <li>Use dictionaries to check the spelling and meaning of words (Y3)</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (Y5)</li> <li>Use a thesaurus (Y5)</li> <li>Homophones (Y4/Y5) and near homophones (Y5)</li> <li>Words with 'c' before 'l' and 'e'(Y4)</li> <li>Words containing 'sol' and 'real' and 'phon' and 'sign' (Y4)</li> <li>Prefixes: super, anti and auto, bi (Y4)</li> <li>Words where 'ough' makes an 'or' sound (Y5)</li> <li>Words that are adverbs of possibility / frequency (Y5)</li> <li>Hyphenated words (Y5)</li> </ul>	<p><b>Pupils should be taught to:</b> Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>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 (Y2)</li> <li>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3)</li> <li>Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid (Y5)</li> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters (Y5)</li> <li>Choose the writing implement that is best suited for a task (Y5)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Indicate grammatical and other features by:</li> <li>Use brackets, dashes and / or commas to indicate parenthesis (Y5)</li> <li>Use of commas to clarify meaning or avoid ambiguity (Y5)</li> <li>Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence (Y4) (Y5)</li> <li>Use semi-colons to join related clauses</li> <li>Use semi-colons and colons to mark boundaries between independent clauses (Y4) (Y5)</li> <li>Revise use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause (Y3); end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)</li> <li>Use of commas after fronted adverbials (Y3)</li> <li>Revise brackets, dashes and commas for parentheses (Y2 brackets)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Understand how to use coordinating conjunctions (Y3)</li> <li>Understand how to use subordinating conjunctions (Y4)</li> <li>Use fronted adverbials and commas after these (Y3)</li> <li>Understand the difference between plural and possessive apostrophes (Y3)</li> <li>Revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun and be able to distinguish between each word class item</li> <li>Use subordinate clauses to add detail or context, including varied positions (Y4) (Y5)</li> <li>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] (Y4) (Y5)</li> </ul>
Composition	Text Types		Terminology
<p><b>Pupils should be taught to plan and organise their writing by:</b> Planning their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5)</li> <li>noting and developing initial ideas, drawing on reading and research where necessary (Y5)</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. (Y5)</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings and characters, building plot and integrating dialogue to move action forward. (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Letter writing</li> <li>Balanced argument</li> <li>Wanted Posters</li> <li>Playscripts</li> <li>Reports: Newspaper article</li> <li>Descriptions</li> <li>Narrative setting</li> <li>Explanation</li> <li>Persuasive Leaflets</li> </ul>		<ul style="list-style-type: none"> <li>Parenthesis</li> <li>Bracket/ dash</li> <li>cohesion, ambiguity</li> <li>Preposition</li> <li>Conjunction; subordinating/ co-ordinating</li> <li>Fronted adverbial / adverbial</li> <li>Prefix /Suffix</li> <li>Clause, subordinate clause</li> <li>Direct speech</li> <li>Comma</li> </ul>

Blue = new

Green = already seen



<ul style="list-style-type: none"> <li>Using some devices to build cohesion within and across paragraphs</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing (Y3)</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5)</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors (Y5)</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.(Y5)</li> <li>link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>Recounts</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas / Direct speech</li> <li>Plural noun</li> <li>Adjective/ Adverb / verb</li> <li>Noun / Proper noun</li> <li>Expanded noun phrases</li> <li>Tense: present perfect</li> <li>Possessive apostrophe</li> <li>Homophone</li> </ul>
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