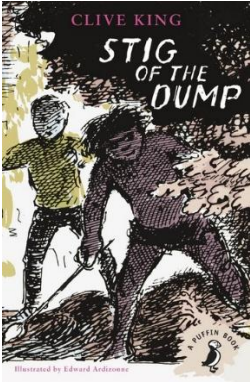
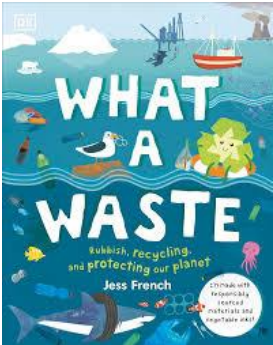
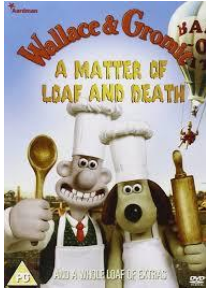
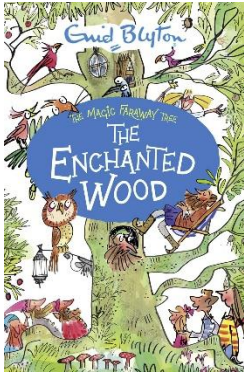
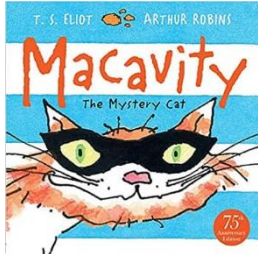


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	<u>Autumn 1</u> (7 weeks 3 days)	<u>Autumn 2</u> (7 weeks)	<u>Spring 1</u> (6 weeks)	<u>Spring 2</u> (4 weeks 4 days)	<u>Summer 1</u> (6 weeks 3 days)	<u>Summer 2</u> (6 weeks)
Cross-curricular theme		Climate change, recycling - Geography				
Enrichment e.g. visitor, visitor author, poet				World Book Day		
Core Text	Sting of the Dump 	What a Waste 	A Matter of Loaf and Death 		Macavity 	The Classic Tales of Brer Rabbit 
Linked Texts		WWF Climate Change Climate change articles The Last Bear		A Faraway Tree Adventure Stories The Enchanted Wood The Magic Faraway Tree	Mr Mistoffelees Mungojerrie and Rumpelteazer Atticus Claw Break the Law	
Poetry		Persuasive poetry about climate change			Macavity Poem	
Unit and skills	<u>Genre/Text:</u> Story as a theme <u>Weeks/Timescale</u> 6 weeks <u>Writing Skills</u>	<u>Genre/Text:</u> Information and Explanation <u>Weeks/timescale</u> 3 weeks	<u>Genre/Text:</u> Stories with issues and dilemmas <u>Weeks/Timescale</u> 3 weeks	<u>Genre/Text:</u> Fantasy/adventure <u>Weeks/Timescale</u> 5 weeks <u>Writing Skills</u>	<u>Genre/Text:</u> Classic Poetry (S&L outcome) Recount: Newspapers <u>Weeks/Timescale</u>	<u>Genre/Text:</u> Folk Tales <u>Weeks/Timescale</u> 3 weeks <u>Writing Skills</u>

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	Explore and identify main and subordinate clauses in complex sentences. Use inverted commas to punctuate direct speech (speech marks). Improvise, create and write dialogue. Read and analyse narrative in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. Discuss and record ideas for planning using a range of formats, e.g. chunking a plot. Create and develop settings for narratives. Create and develop characters for narrative. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. noun phrases,	Writing skills Create complex sentences with adverb starters, e.g. Silently trudging through the snow, Sam made his way up the mountain. Use nouns for precision, e.g. burglar rather than man, bungalow rather than house Identify, select and use determiners including articles Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, after, before Use different sentence structures e.g. conjunctions to create complex sentences. Discuss and record ideas for planning using a range of formats, e.g. boxing up. Group related material into paragraphs. Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show cause and effect – because, if, therefore, as a result, this causes, which causes, consequently.	Writing Skills Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, after, before Use different sentence structures e.g. conjunctions to create complex sentences. Discuss and record ideas for planning using a range of formats, e.g. boxing up. Group related material into paragraphs.	Create complex sentences with adverb starters Create sentences with fronted adverbials for when. Use commas after fronted adverbials Use commas to mark clauses in complex sentences Use inverted commas and other punctuation to punctuate direct speech Improvise, create and write dialogue. Use nouns for precision Explore, identify, collect and use noun phrases Read and analyse narrative in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative.	5 weeks 3 days (poetry 2.5 weeks, newspapers 3 weeks) Writing Skills Use inverted commas and other punctuation to punctuate direct speech Improvise, create and write dialogue Use apostrophes for singular and plural possession, e.g. the dog's bone and the dogs' bones. Explore, identify, collect and use noun phrases and expanded noun phrases Group related material into paragraphs Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. The stranger, dressed in red and yellow... Read and analyse non-fiction in order to plan	Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Read and analyse narrative in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of narrative for writing. Discuss and record ideas for planning.
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	powerful verbs, synonyms for said appropriate to text type. Group related material into paragraphs.	Use commas to mark clauses in complex sentences. Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan. Use paragraphs to organise writing in non-fiction text. Link ideas across paragraphs.		Discuss and record ideas for planning using a range of formats, e.g. chunking a plot. Create and develop settings for narratives. Create and develop characters for narrative. Plan and write and opening paragraph which combines setting and character/s Create and develop plots based on a model. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms for said appropriate to text type. Group related material into paragraphs.	and write their own versions. Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan. Use organisational devices in non-fiction writing e.g. captions, text boxes Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Use paragraphs to organise writing in non-fiction texts.	Develop settings and characterisation using vocabulary to create emphasis and humour. Plan and write an opening paragraph which combines the introduction of a setting and character(s). Link ideas within paragraphs e.g. fronted adverbials for when and where. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
<u>Scaffolded Purpose and Audience</u>	<u>Purpose</u> Innovated story based on a text <u>Audience</u> To read to partner in class.	<u>Purpose</u> To write an information text - What is climate change? <u>Audience</u> Class presentation <u>Purpose</u>	<u>Purpose</u> Innovated story based on a film <u>Audience</u> Class partner	<u>Purpose</u> To write a adventure/fantasy story <u>Audience</u> Peers in class	<u>Purpose</u> To inform the local community of the crimes (news broadcast) <u>Audience</u> To local community <u>Purpose</u>	<u>Purpose</u> Innovated story based on a folk tale <u>Audience</u> To read to partner in class.

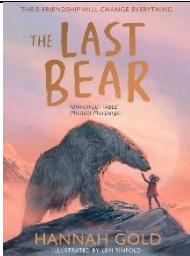
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		To explain - What are the effects of climate change? <u>Audience</u> Parents			To inform the local community of the crimes (newspaper) <u>Audience</u> To local community	
<u>Independent Purpose and Audience</u>	<u>Purpose</u> Innovated story based on a text <u>Audience</u> To read to partner in class.	<u>Purpose</u> To write an information text about Polar Bears. <u>Audience</u> Peers in other classes <u>Purpose</u> To explain - What are the effects of climate change on polar bears? <u>Audience</u> Parents	<u>Purpose</u> Innovated story based on a film <u>Audience</u> Parents	<u>Purpose</u> To write an innovated adventure/fantasy story <u>Audience</u> To create a class book	<u>Purpose</u> To inform the local community of the crimes (news broadcast) <u>Audience</u> To local community <u>Purpose</u> To inform the local community of the crimes (newspaper) <u>Audience</u> To local community	<u>Purpose</u> Innovated story based on a text <u>Audience</u> To read to partner in class.
Weekly short independent writing opportunities within the unit	Independent writing in response to the elements of fiction cards Character description of Barney/Stig Independent reading response In what ways might Stig/Barmey appeal to readers or not? Dialogue between characters Monologue Response to a letter	Facts about climate change Facts about polar bears	Character description Thoughts and feelings Conversation between characters.	Complete zone of relevance and write opinions about characters. Summary of the story Write a conversation between 2 characters.	Informal text messages Victim report	Character description Thoughts and feelings Conversation between characters.

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Cross-curricular writing opportunities						
Core Text			Video adverts			<u>Debate linked with PSHE</u>
Unit and skills		<u>Genre/Text:</u> Narrative story openings <u>Weeks:</u> 3 weeks <u>Writing skills:</u> Create sentences with fronted adverbials for where Create sentences with fronted adverbials for when Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. Use nouns for precision, e.g. burglar rather than man; bungalow rather than house.	<u>Genre/Text:</u> Persuasion <u>Weeks</u> 3 weeks <u>Writing skills</u> Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Read and analyse persuasive texts in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction – persuasive texts.			<u>Genre/Text:</u> Debate <u>Weeks</u> 2 weeks <u>Writing skills</u> Use commas to mark clauses in complex sentences. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done; She saw it instead of she seen it. Read and analyse non-fiction in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of non-fiction and for writing.

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		Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. Read and analyse narrative. Discuss and record ideas for planning e.g. storyboard, boxing-up text types to create a plan. Organise paragraphs in narrative. Link ideas within paragraphs e.g. fronted adverbials for when - In the distance, a lone wolf howled. Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, appropriate to text type. Proofread to check for errors in grammar (fronted adverbials for when with comma; noun phrases)	Discuss and record ideas for planning e.g. boxing-up text types to create a plan. Generate and select from vocabulary banks e.g. persuasive phrases, alliteration appropriate to persuasion. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences.			Discuss and record ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan. Organise paragraphs in non-fiction. Link ideas within paragraphs. Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Use appropriate intonation, tone and volume to present their writing to a range of audiences.
<u>Scaffolded Purpose and Audience</u>		<u>Purpose</u>	<u>Purpose</u> To persuade			<u>Purpose</u> To debate a topic

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		Innovated story opening based on a plot <u>Audience</u> Other classes	<u>Audience</u> Class peers			<u>Audience</u> Class
<u>Independent Purpose and Audience</u>		<u>Purpose</u> To write an innovated story opening based on a plot. <u>Audience</u> Into a class book	<u>Purpose</u> To persuade <u>Audience</u> Parents			<u>Purpose</u> To debate a topic <u>Audience</u> Class
Weekly short independent writing opportunities within the unit		Setting description Thoughts and feelings Journey to bear island				Opinions
Cross-curricular writing opportunities		Geography – Climate Change				PSHE