**English Writing Genre Map – Year 4 2024-2025**

| **Y4** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** | |
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| **Writing Units** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | |
| **Non-Fiction**  *Explanation Texts*  *‘Whacky contraption’* | **Non-Fiction**  **Lighthouse video clip**  Newspaper article | **Power of Reading**  *Mouse, Bird, Snake, Wolf* | **Fiction**  *Suspense writing* | **Power of Reading**  *Non-chronological reports (Rivers)* | **Power of Reading**  *The Iron Man* | |
| **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | |
| **Power of Reading**  *Jemmy Button* | **Poetry**  *Structured verse ie Haiku and Cinquains* | **Non-fiction**  **Non-chronological report on where our food comes from** | **Fiction**  *Suspense writing* | **Power of Reading**  *The Iron Man* | **Non-Fiction**  *Information text (endangered animals)* | |
|  | **Word** | **Sentence** | **Text** | **Punctuation** | | **Terminology** | |
| **Grammar** | The grammatical difference between **plural** and **possessive** **–s**  Standard forms of **verb inflections** instead of local spoken forms (eg. *we were* instead of *we was*) | **Noun phrases** expanded by the addition of **modifying adjectives, nouns and preposition phrases** (eg. *the teacher* expanded to: *the strict maths teacher with curly hair)*  **Fronted adverbials** (eg. *Later that day, I heard the bad news.)* | Use of **paragraphs** to organise ideas around a theme  Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition | Use of **inverted commas** and **other punctuation** to indicate **direct speech** (eg. a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”)*  **Apostrophes** to mark **plural possession** (eg. *the girl’s name, the girls’ names)*  Use of commas after **fronted adverbials** | | | Determiner  Pronoun, possessive pronoun  adverbial |