

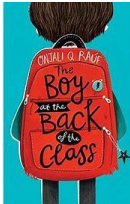
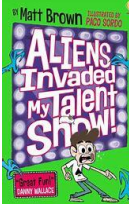
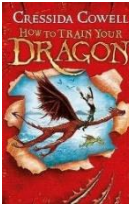

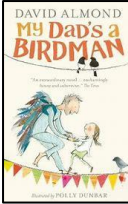
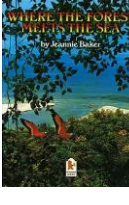

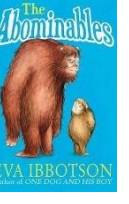

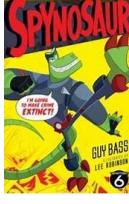

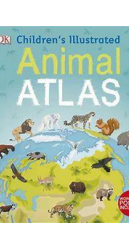
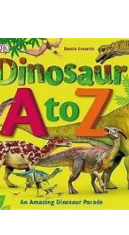
Year Four English Genre and Text Type Mapping for Reading and Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching:	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Identify themes and conventions in a wide range of books Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum Pupils should plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 					
Narrative	<ul style="list-style-type: none"> increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales Draft and write narratives, creating settings, characters and plot 					
	<u>Stories with a historical setting</u> Escape from Pompeii by (Christine Balit)	<u>Adventure Story</u> Ariki and the Shark (Nicola Davies) The Lost Happy Endings (Carole Ann Duffy)	<u>Classic Children's Literature</u> The Iron Man (Ted Hughes and Chris Mould)	<u>Quality Picture Book or film extract</u>	<u>Myths and Legends</u> Romulus and Remus	<u>Stories with issues and dilemmas</u> Moon Man (Tomi Ungerer) The Silence Seeker (Ben Morley)
Suggested outcome	Newspaper report	Dairy / recount in first person as character Setting or event description	Narrative re-telling of events.	Create extracts which include innovated dialogue between known characters – present as narrative and in playscript form.	Retelling of story from another viewpoint.	Write a first person account of a similar role, focusing on conveying character response.
Non-Narrative	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Retrieve and record information from non-fiction Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions) Pupils should be shown how to use contents pages and indexes to locate information Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings] Purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description 					
	<u>Instructions</u>	<u>Persuasive leaflet or other persuasive text</u>	<u>Non-Chronological report</u> "Kids Fight Plastic" by Martin Dory	<u>Explanations</u> "Vibrations make Sound" by Jennifer Boothroyd	<u>Discussion/Balanced argument</u>	<u>Formal letter</u>
Suggested outcome	Detailed instructions with clear introduction and conclusion – link to Roman Recipes	Link to Water Aid from Geography topic	Detailed instructions with clear introduction and conclusion	Create a sequenced description of a process which makes use of topic based vocabulary	Write up a balanced discussion presenting two sides of an argument - Link to Science "Don't let them disappear" by Chelsea Clinton	Create a letter to a newspaper or MP asking for change – ie to do with climate change

Poetry and Plays	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry [for example, free verse, narrative poetry] Read, re-read, and rehearse poems and plays for presentation and performance to give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words 		
	<u>Language focus</u> <u>Similes</u> and descriptions	<u>Structure Focus</u> Limericks	<u>Take One Theme/Poet</u> <u>Michael Rosen</u>
Suggested outcome	Write own similes and discuss effectiveness – compare and discuss alternatives	Create similar poems, innovating from model Learn to perform poems	Create similar poems, innovating from model Learn to perform poems

Year Four Reading for Pleasure Spine

Reading Spine	Our reading spine is a carefully chosen selection of good quality children’s books in addition to those used in our English lessons. These texts are to be read to and with the children, and should be on offer for children to select as their sharing book or in their reading for pleasure time. These texts may be introduced or explored in reading sessions or storytime.											
		The Boy at the Back of the Class – Onjali Q Raúf		The Queen’s Nose – Dick King-Smith		Aliens Invaded my Talent Show – Matt Brown		How to Train your Dragon – Cressida Cowell		The Midnight Gang – David Walliams		My Dad’s a Birdman – David Almond
		James and the Giant Peach – Roald Dahl		Revolting Rhymes – Roald Dahl		Barefoot book of Earth Tales		Where the Forest Meets the Sea – Jeannie Baker		The Tales of Olga da Polga – Michael Bond		Cliffhanger – Jacqueline Wilson
		Hansel and Gretel – Michael Morpurgo		The Chocolate Dog – Holly Webb		The Abominables – Eva Ibbotson		King Flashypants and the Evil Emperor – Andy Riley		Spynosaur – Guy Bass		Kai and the Monkey King – Joe Todd-Stanton
		Bugs – Barbara Taylor		Do you Know About Space? – Sarah Cruddas		Children’s Animal Atlas – Jamie Ambrose		Dinosaur A – Z - Dustin Growick		Children who Changed the World – Marcia Williams		80 Poems – Roger McGough