

Talk For Writing Genre Map Year 4 Cycle B

- ❖ SPAG focus for all units: Punctuation – A.,'?! Devices for cohesion within and across paragraphs.

<u>Autumn 1</u>	<u>Autumn2</u>
Fiction	Fiction
<p>Story Pattern: Defeating the Monster (The Cobbler and the Dragon)</p> <p>Focus: Setting Description</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit previous years:</u></p> <p>Verb tenses</p> <p><u>Year 4:</u></p> <p>Synonyms</p> <p>Commas for clauses</p> <p>Clauses</p> <p>Embedded clauses</p> <p><u>Sentence Types:</u></p> <p>Descriptive phrase separated with a pair of commas: <i>The book, wrapped in shiny paper, lay unnoticed on the table.</i></p> <p>Embedded clause describing a person + 2 commas: <i>The man, who had a mean smile, stared at them.</i></p> <p>Embedded clause describing a thing + 2 commas: <i>The volcano, which had recently erupted, was still smouldering.</i></p> <p>Embedded clause describing a place + 2 commas: <i>The playground, where most of our games take place, is not big enough.</i></p>	<p>Story Pattern: Wishing Tale (Gorilla)</p> <p>Focus: Character Description</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit previous years:</u></p> <p>Powerful verbs</p> <p>Adverbs</p> <p>Basic speech punctuation</p> <p><u>Year 4:</u></p> <p>Sentence of 3 for action with a comma</p> <p>Ed clauses as starters</p> <p>Speech for action - !</p> <p><u>Sentence Types:</u></p> <p>Three actions + correct comma: <i>The dog sniffed the shoe, dug a hole and quickly buried it.</i></p> <p>Two adjectives (separated by commas) before a noun + how adverb and where adverbial: <i>The confused, angry teacher stomped angrily into the office.</i></p>
Non Fiction	Non Fiction
<p>Text Type: Discussion (Should children be allowed to own pets?)</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit previous years:</u></p> <p>Formal and informal language</p> <p>Paragraphs around a theme</p> <p>Conclusion</p> <p><u>Year 4:</u></p> <p>Technical language</p> <p>Colons to start a list</p> <p>Generaliser phrases</p> <p><u>Sentence Types:</u></p> <p>List of questions: <i>Why were the Romans such good</i></p>	<p>Text Type: Recount (Letter)</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit previous years:</u></p> <p>Sentence types – statement, question, exclamation.</p> <p>Punctuation - ? and !</p> <p>Apostrophes for contraction and possession</p> <p><u>Year 4:</u></p> <p>Possessive pronouns</p> <p>Verb tenses – Past, present and future recap, past progressive and present perfect.</p> <p><u>Sentence Types:</u></p>

<p><i>soldiers? And builders? And craftspeople?</i></p> <p>Embedded clause describing a place + 2 commas: <i>The playground, where most of our games take place, is not big enough.</i></p> <p>Use persuasive sentence openers: <i>Surely it is obvious that... Most sensible people think that...</i></p>	<p>Descriptive phrase separated with a pair of commas: <i>The book, wrapped in shiny paper, lay unnoticed on the table.</i></p> <p>Three actions + correct comma: <i>The dog sniffed the shoe, dug a hole and quickly buried it.</i></p> <p>Use of names and specific nouns: <i>Pedro the over-sized poodle ate his favourite beef.</i></p>
Poetry unit – Haiku	
Spring 1	Spring 2
Fiction	Fiction
<p>Story Pattern: Finding Tale</p> <p>Focus: Suspense</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Similes</p> <p>Word types</p> <p>Consonants and vowels</p> <p>Year 4:</p> <p>Synonyms</p> <p>Possessive pronouns</p> <p>Similes to begin sentences</p> <p>Conditional verbs – could, would should</p> <p>Sentence Types:</p> <p>Use of names and specific nouns: <i>Pedro the over-sized poodle ate his favourite beef.</i></p> <p>Prepositional phrase used to describe a thing or person + how adverb + where adverbial: <i>The girl with the red hair laughed loudly in the garden.</i></p> <p>A how adverbial (especially to describe feelings): <i>The sad boy cried with despair.</i></p> <p>Descriptive phrase separated by pair of commas: <i>Harry, my mum’s friend, is a postman.</i></p> <p>Begin with –ing verb + comma + 2 alliterating verbs: <i>Sighing loudly, John stood and stared.</i></p>	<p>Story Pattern: Losing tale</p> <p>Focus: Description</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Adverbials</p> <p>Clauses</p> <p>Apostrophes for contraction and possession</p> <p>Year 4:</p> <p>Embedded relative clauses</p> <p>Commas for clauses</p> <p>Fronted adverbials</p> <p>Modifying adjectives</p> <p>Relative pronouns</p> <p>Sentence Types:</p> <p>Descriptive phrase separated with a pair of commas: <i>The book, wrapped in shiny paper, lay unnoticed on the table.</i></p> <p>Embedded clause describing a person + 2 commas: <i>The man, who had a mean smile, stared at them.</i></p> <p>Embedded clause describing a thing + 2 commas: <i>The volcano, which had recently erupted, was still smouldering.</i></p> <p>Embedded clause describing a place + 2 commas: <i>The playground, where most of our games take place, is not big enough.</i></p>
Non Fiction	Non Fiction
<p>Text Type: Instructions</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Colons</p>	<p>Text Type: Information</p> <p>SPAG Focus:</p> <p>Revisit previous years:</p> <p>Paragraphs around a theme</p>

<p>Subheadings Bullet points Commands - Imperative verbs Year 4: Technical language Colons to introduce a list Sentence Types: Colon to introduce a list: <i>This is what you need: cardboard, scissors, glue, string and coloured pencils.</i> Embedded clause describing a thing + 2 commas: <i>The volcano, which had recently erupted, was still smouldering.</i></p>	<p>Subheadings Links within paragraphs – range of conjunctions. Colons Year 4: Commas for clauses Generaliser phrases Embedded clauses Sentence Types: Two simultaneous clauses joined by ‘as’: <i>The mighty oak shuddered as the thunder roared.</i> Colon to introduce a list: <i>This is what you need: cardboard, scissors, glue, string and coloured pencils.</i> List of questions: <i>Why were the Romans such good soldiers? And builders? And craftspeople?</i></p>
Summer 1	Summer 2
Fiction	Fiction
<p>Story Pattern: Warning Tale Focus: Cliff Hangers SPAG Focus: Revisit previous years: Long and short sentences Speech punctuation Adverb starters Year 4: Speech with question and exclamation Dialogue + powerful verb Dialogue + verb + adverb Conditional verbs – could, would, should. Sentence Types: Complex sentence with comparison beginning as if: <i>They ran as if they were running for their lives.</i> Complex sentence beginning –ing verb + comma after subordinate clause: <i>Laughing crazily, the witch followed them through the dusty woods.</i> -ing verb opener + comma + how and where adverbials: <i>Buzzing loudly, the bee flies furiously from flower to flower</i></p>	<p>Story Pattern: Quest tale Focus: Action SPAG Focus: Revisit previous years: Alliteration Sentence of 3 for description Clauses recap Year 4: Similes – start of sentence Fronted adverbials Modifying adjectives Embedded relative clauses Comparative and superlative adjectives Sentence Types: ing verb opener + comma + saw/noticed/heard + noun followed by –ing verb clause: <i>Glancing up at the sound, she noticed a strange face staring at her.</i> Confident use of how, where and when adverbials + combining them + changing order: <i>At last they sat down. The sat down on the grass. They sat down carefully. At last they sat down carefully on the grass. Carefully they at last sat down on the</i></p>

	<p><i>grass.</i></p> <p>Prepositional descriptive phrase + look/seem/sound + 2 adjectives: <i>The plant with no light looked yellow and unhealthy.</i></p>
<u>Non Fiction</u>	<u>Non Fiction</u>
<p>Text Type: Explanation</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit previous years:</u></p> <p>Generalisers</p> <p>Determiners</p> <p>Prepositions</p> <p>Bullet points</p> <p><u>Year 4:</u></p> <p>Technical language</p> <p>Colons to start a list</p> <p>Generaliser phrases</p> <p><u>Sentence Types:</u></p> <p><i>Colon to introduce a list:</i> <i>This is what you need: cardboard, scissors, glue, string and coloured pencils.</i></p> <p><i>Apply a colon and list to description:</i> <i>This is what he could see: trees, statues, huts and a few horses.</i></p> <p><i>Descriptive phrase separated with a pair of commas:</i> <i>The book, wrapped in shiny paper, lay unnoticed on the table.</i></p>	<p>Text Type: Persuasion</p> <p><u>SPAG Focus:</u></p> <p><u>Revisit previous years:</u></p> <p>Alliteration</p> <p>Bullet points</p> <p>Sentence of 3 to persuade</p> <p><u>Year 4:</u></p> <p>Present perfect form of verbs</p> <p>Persuasive sentence openers</p> <p><u>Sentence Types:</u></p> <p><i>Use persuasive sentence openers:</i> <i>Surely it is obvious that... Most sensible people think that...</i></p> <p><i>List of questions:</i> <i>Why were the Romans such good soldiers? And builders? And craftspeople?</i></p>
<u>Poetry Unit</u> – Kennings and Simile poems	<u>Poetry Unit</u> – Repeating pattern and Free verse