

## Class 4 Literacy Map

Weeks	1	2	3	4	5	6	7
Autumn 1	<p><b>Story Writing</b> Develop authorial techniques for creating effective characters and settings. Emphasise the use of figurative language, dialogue and varied sentence structures. Study of sensory language. Interweaving stylistic features of writing throughout a piece of writing. Writing in the style of an adventure. Work focused around Wind in the Willows.</p> <p>Emphasise:</p> <ul style="list-style-type: none"> <li>○ Expanded noun phrases (e.g. <i>the gloomy, overgrown riverbank</i>)</li> <li>○ Fronted adverbials for cohesion (e.g. <i>Later that evening, / In the distance,</i>)</li> <li>○ Direct speech punctuation (inverted commas, new speaker new line, reporting clauses)</li> <li>○ Varied sentence structures (simple, compound, complex)</li> <li>○ Subordinate clauses (time, cause, place – <i>when, because, although</i>)</li> <li>● Study figurative language (similes, metaphors, personification) and sensory language.</li> <li>● Use cohesive devices (pronouns, conjunctions, adverbials) to link ideas across paragraphs.</li> <li>● Maintain consistent tense and viewpoint.</li> </ul>				<p><b>Letters</b> Focus on persuasive and informative purposes (e.g., writing to local authorities). Compare formal letters with informal letters, exploring tone, audience. The characters in Wind in the Willow write to each other in various scenarios. Compare tone, audience and purpose.</p> <p>Teach:</p> <ul style="list-style-type: none"> <li>● Formal vs informal register (no contractions in formal writing, polite modal verbs: <i>could, would</i>)</li> <li>● Standard English forms</li> <li>● First and second person pronouns appropriately</li> <li>● Paragraphing for different purposes (introduction, argument, conclusion)</li> <li>● Cohesive devices (e.g. <i>furthermore, however</i>)</li> <li>● Sentence types (statements, questions, commands for persuasion)</li> </ul> <p>Reinforce punctuation of complex sentences and commas for clause</p>		
Autumn 2	<p><b>Poetry</b> Explore forms like narrative poetry and free verse. Focus on advanced techniques such as personification, enjambment, and alliteration. Poems focused around similes and metaphors. Discuss poetic structures/ format: Shape, Limericks, Sonnets, Haiku, Tanku, Cinquain, Chain.</p>				<p><b>Traditional Tales</b> Focus on subverting traditional tales or writing from an alternate perspective (e.g., from the antagonist’s point of view/ another character’s point of view). Eg: Hansel and Gretel – changing the elements to Science Fiction version. Traditional tales that are set in a different place. Subvert traditional tales or write from alternative viewpoints.</p> <p>Teach:</p>		

	<p>Include performance poetry to build confidence in presenting work. Explore narrative poetry and free verse. Teach:</p> <ul style="list-style-type: none"> <li>• Figurative devices: personification, simile, metaphor, alliteration</li> <li>• Grammatical flexibility (sentence fragments for effect, deliberate deviations)</li> <li>• Line breaks and enjambment</li> <li>• Use of precise verbs and adjectives</li> <li>• Discuss structures:</li> <li>• Shape poems, limericks, sonnets, haiku, tanku, cinquain, chain</li> </ul> <p>Performance focus:</p> <ul style="list-style-type: none"> <li>• Intonation, expression, and pause linked to punctuation and line structure</li> </ul>	<ul style="list-style-type: none"> <li>• First vs third person narration</li> <li>• Past tense consistency</li> <li>• Adverbials of time and place to shift settings</li> <li>• Expanded noun phrases for description</li> <li>• Dialogue punctuation to reveal character perspective</li> </ul>	
Spring 1	<p><b>Non-Chronological Reports</b> Encourage more precise use of formal language and logical paragraphing. Link reports to cross-curricular topics (e.g., science or history – Howard Carter’s discovery of Tutankahmun’s Tomb/ Ancient Egyptian burial procedure). Develop formal, impersonal style. Teach:</p> <ul style="list-style-type: none"> <li>• Present tense (generalised statements)</li> <li>• Third person</li> <li>• Technical vocabulary</li> <li>• Subheadings and paragraphs for organisation</li> </ul>	<p><b>Narrative Writing</b> Introduce flashbacks, twists and cliffhangers and more complex plots. Adventure and fantasy genres. Introduce flashbacks, twists, cliffhangers. Teach:</p> <ul style="list-style-type: none"> <li>• Time shifts using adverbials (<i>Years earlier...</i>)</li> <li>• Use of past perfect tense (<i>had seen, had gone</i>) for flashbacks</li> <li>• Complex sentences for suspense</li> <li>• Short sentences for impact</li> </ul>	

	<ul style="list-style-type: none"> <li>Relative clauses (e.g. <i>Howard Carter, who discovered the tomb...</i>)</li> <li>Fronted adverbials for organisation (<i>In addition, On the other hand</i>)</li> </ul> <p>☑ Reinforce commas after fronted adverbials and formal sentence construction.</p>	<ul style="list-style-type: none"> <li>Cohesion across paragraphs</li> </ul> <p>☑ Emphasise consistent viewpoint and tense control</p>	
Spring 2	<p><b>First Person Writing</b> Teach writing in the first person to convey character viewpoint. Write known stories from various perspectives. Eg: write from the Giant's perspective or the Giant's wife point of view. Develop narrative voice and viewpoint. Teach:</p> <ul style="list-style-type: none"> <li>First person pronouns (<i>I, we</i>)</li> <li>Subjective language and opinion</li> <li>Modal verbs to express thought/possibility (<i>might, should</i>)</li> <li>Internal monologue using informal sentence structures</li> </ul> <p>☑ Reinforce tense consistency and character voice.</p>	<p><b>Recount</b> Introduce features like balancing objective accounts with personal viewpoints. Teach students to use varying sentence lengths and literary devices to engage the reader. Main body of text in past tense. <i>Kensuke's Kingdom</i> as an example of a recount.  Balance objective and personal viewpoints. Teach:</p> <ul style="list-style-type: none"> <li>Past tense verbs (including irregular forms)</li> <li>Chronological structure with time adverbials (<i>first, next, finally</i>)</li> <li>First person perspective</li> <li>Expanded noun phrases and descriptive detail</li> <li>Varied sentence lengths for engagement</li> </ul> <p>☑ Use commas, conjunctions, and adverbials to improve flow.</p>	
Summer 1	<p><b>Myths and Legends</b> Focus on analysing the structure and themes of myths and legends. Encourage students to create original myths, incorporating symbolism or moral lessons. Myths: Persephone, Orpheus, The Minotaur, Cyclops Analyse structure and themes. Teach:</p> <ul style="list-style-type: none"> <li>Formal, elevated language style</li> <li>Third person narration</li> </ul>	<p><b>Journalism</b> Focus on bias, sensationalism and the differences between tabloid and broadsheet styles. Encourage students to write editorials or investigative articles. Explore bias, sensationalism, and style differences. Teach:</p> <ul style="list-style-type: none"> <li>Headlines (noun phrases, alliteration, puns)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Complex sentences and subordinate clauses</li> <li>• Use of determiners and pronouns for cohesion</li> <li>• Symbolism through noun phrases and imagery</li> </ul> <p>Encourage inclusion of moral statements</p>	<ul style="list-style-type: none"> <li>• Present perfect tense (<i>has happened</i>)</li> <li>• Reported speech vs direct quotes</li> <li>• Formal tone and Standard English</li> <li>• Causal conjunctions (<i>because, therefore</i>)</li> <li>• Balanced arguments using conjunctions (<i>however, although</i>)</li> </ul> <p>Reinforce paragraphing, cohesion, and clarity.</p>	
Summer 2	<p><b>Diaries and Journals</b></p> <p>Pupils include thoughts, opinions, and reflections on events. They can explain why they felt a certain way. Add figurative language like similes or metaphors (e.g., "The playground felt like a jungle today"). Encourage deeper emotional reflection and use of stylistic devices.</p> <p>Pupils include thoughts, opinions, and reflections on events, explaining emotions clearly.</p> <p>Teach:</p> <ul style="list-style-type: none"> <li>○ First person pronouns (<i>I, we</i>) and consistent viewpoint</li> <li>○ Past tense for recounting events, with present tense shifts for reflection (<i>I felt... I feel now...</i>)</li> <li>○ Adverbials of time (<i>later that day, suddenly, afterwards</i>)</li> <li>○ Expanded noun phrases for description (<i>the noisy, chaotic playground</i>)</li> <li>○ Subordinate clauses to explain feelings (<i>because, when, although</i>)</li> <li>○ Modal verbs to express uncertainty or reflection (<i>might, could, should have</i>)</li> </ul>	<p><b>Persuasive Writing</b></p> <p>Introduce more advanced techniques, like appeals to logic, ethos, and pathos.</p> <p>Students can write persuasive letters or adverts.</p> <p>Introduce appeals to logic (logos), credibility (ethos), and emotion (pathos).</p> <p>Teach:</p> <ul style="list-style-type: none"> <li>• Formal and informal register depending on audience</li> <li>• Modal verbs for persuasion (<i>should, must, ought to, will</i>)</li> <li>• Imperative verbs/commands (<i>Act now, Consider this</i>)</li> <li>• Rhetorical questions</li> <li>• Expanded noun phrases to add impact (<i>this dangerous, neglected park</i>)</li> <li>• Fronted adverbials for emphasis (<i>Without a doubt, In conclusion</i>)</li> <li>• Cohesive devices (<i>therefore, furthermore, however</i>)</li> </ul> <p>Sentence-level work:</p> <ul style="list-style-type: none"> <li>• Complex sentences to justify arguments (<i>because, although, if</i>)</li> </ul>	<p>End of Year Assessments and Moderation</p>

	<p>Develop:</p> <ul style="list-style-type: none"> <li>○ Figurative language (similes, metaphors, personification)</li> <li>○ Sentence variety (short sentences for emotion, longer complex sentences for reflection)</li> <li>○ Informal tone and voice, including contractions where appropriate</li> </ul> <p>Reinforce:</p> <ul style="list-style-type: none"> <li>○ Punctuation for clarity (commas in complex sentences, apostrophes for contraction/possession)</li> <li>○ Cohesion through pronouns and adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Short sentences for impact</li> <li>• Use of repetition and parallel structures</li> </ul> <p>Text structure:</p> <ul style="list-style-type: none"> <li>• Clear paragraphing (introduction, arguments, conclusion)</li> <li>• Topic sentences to introduce each point</li> </ul> <p>Reinforce:</p> <ul style="list-style-type: none"> <li>• Standard English</li> <li>• Accurate punctuation (commas for clauses, apostrophes, question marks)</li> </ul>	
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