

Hadley Wood Primary School

Year 4 Genre Map 2025-2026

Year 4	Autumn 1 (7 1/2 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Humanities	Rivers	Earthquakes	Maya	Egyptians	Romans	Deforestation
Book Study		The Iron Man – Ted Hughes	Cloud Busting – Mallory Blackman			Boy Overboard Morris Gleitzman
Literacy spine	The Unlikely Adventures of Mabel Jones - Will Mabbit			The Ancient Egyptian Sleepover – Stephen Davies	The Day I Was Erased- Lisa Thompson	
Spellings	The order of spellings being taught should be adapted to the needs of the class and writing being covered e.g common exception words may be taught on a more frequent basis. WAGOLLS and shared writing should cover the spelling rule being focussed on and previous learning where possible. https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf					
Genres	Back to Basics reviewing key grammar and sentence structures taught in previous year groups: (4 weeks) Dreamgiver: >Use the forms a or an according to whether the next word begins with a consonant or vowel >Expressing time, place and cause using prepositions	Diary Writing – The Present – 2 weeks	Portal stories set in a fantasy land (3 Weeks) > Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The witch shouted, "Sit down!" > Using prepositions to express time and cause > Noun phrases expanded by using modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher</i>	Biography Howard Carter and the discovery of King Tutankhamun (3 weeks) > Reviewing the use of a and an as determiners > Apostrophes to mark plural possession e.g. the girls' names > Extending the range of sentences with more than one clause by using a wider range of conjunctions including,	Historical stories Stories set in the past. Queen Boudicca (3 weeks) > Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The witch shouted, "Sit down!" > Noun phrases expanded by using modifying adjectives, nouns and preposition	Journey Tale based on Boy Overboard (3 weeks) Class teacher to set the appropriate grammar based on assessment of the pupils learning.

	A Whale of a Home: > Formation of nouns using a range of prefixes Evol: Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble > Expressing time, place and cause using adverbs e.g. then, next soon, therefore A Friend in the Night: > Inverted commas to punctuate direct speech		expanded to: <i>the strict teacher with curly hair</i>	when, if, because, although > Using conjunctions to express time and cause > Formal register	phrases (e.g. <i>The teacher</i> expanded to: <i>the strict teacher with curly hair</i>) > Paragraphs and a range of punctuation	
	Short Burst Writing: Letter from Mabel Jones to her parents (1 week) > Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition > Standard English forms for verbs inflections e.g. we were/ I did > Expanded noun phrases for description > Reviewing the use of paragraphs to group information	Character description of the Iron man (3 weeks) > Apostrophes to mark plural possession e.g. the girls' names > Extending the range of sentences with more than one clause by using a wider range of conjunctions including, when, if, because, although > Continuation of fronted adverbials with the use of a comma afterwards e.g. Later that day, > Reviewing the use of paragraphs to group information	Letter of advice based on Cloud Busting (3 weeks) > using adverbs to express time and cause > Use of commas after fronted adverbials > Using prepositions to express time and cause > Extending the range of sentences with more than one clause by using a wider range of conjunctions including, when, if, because, although	Tomb Hunter- Instructions on how to mummify a tomato (2 weeks) > Use of imperative verbs > Extending the range of sentences with more than one clause by using a wider range of conjunctions including, when, if, because, although > Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition	Diary based on the Day I was Erased (2 weeks) > Informal language > Range of punctuation including commas, question marks, exclamation marks, apostrophes > Conjunctions to express time and cause > Noun phrases expanded by using modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher</i> expanded to: <i>the strict teacher with curly hair</i>)	
	Poetry based on Rivers (2 weeks) > Figurative language (similes, onomatopoeia, metaphor)			Poetry The discovery of King Tuts tomb- (1 week) > Use of language for effect		
					Persuasive writing based on deforestation (3 weeks) Class teacher to set the appropriate grammar	

						based on assessment of the pupils learning. > Formal register
Extended Writing in Wider Curriculum Books	Recount – The day in the life of a water molecule. The Water Cycle - Geography	Information Text Earthquakes and survival techniques - Geography	Poetry – What is important to me - PHSE	Instructions How to make an electrical circuit - Science	Diary – The life of a Roman Soldier - History	Letter – Letter to a family member detailing significant life events – Religion and Worldviews Education

NB: These units may change due to the needs and interests of the cohort

The grammar noted within each unit will be focused on through both grammar teaching and modelling throughout writing. Throughout each unit a wider range of grammar will be covered within teaching and learning, as part of the writing process e.g. previously taught punctuation and grammar. Appropriate genre features will be covered within each unit.

All longer units of work adhere to the national curriculum by providing pupils with opportunities to:

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
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

This is further detailed in the *Hadley Wood Approach to Writing* which can be found on the website.

