

## East Midlands Academy Trust Year 4 Text Map









| Narrative  | Focus of narrative learning chains.   |  |
|--|---|--|
| Poetry   | Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose! |  |
| Information/non-fiction  | Focus of non-fiction chains as well as being useful for when teaching the broader curriculum.                                       |  |
| Read aloud and read for pleasure   | Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate                   |  |
| All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books |   |  |

| P               | F  | A   | 1   |
|-----------------|--|---|---|
| Purpose         | Form   | Audience  | Impact  |
| Narrate         | How will the talk/writing be structured? e.g. letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer's language choices. | Who are we writing for? Writers                               | How will the reader feel or                                       |
| Inform/describe |  | adjust the tone and formality of the writing according to its | what might they do? e.g. happy, confused, informed, curious; will |
| Explain         |  | audience. Authentic audiences                                 | they know something new or  |
| Persuade        |  | lead to more motivated writers.                               | have changed their opinion?                                       |
| Discuss         |  |   |   |

#### **Guidance:**

Narrative should be taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum or be integrated into a narrative unit.

- The purpose, form and audience can be tweaked to fit the chosen text or outcome.
- Where the form is 'short story', this could include alternative story endings, innovated stories or stories that continue on from those the children have read.
- The subject of non-fiction texts can be changed to match any aspect of the broader curriculum.
- The impact statement should make sense when preceded by: 'my reader will...'



## **East Midlands Academy Trust** Year 4 Text Map – Autumn 1







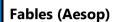






Focus of narrative learning chains. Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose! Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. Read aloud and Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate

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to narrate/ persuade



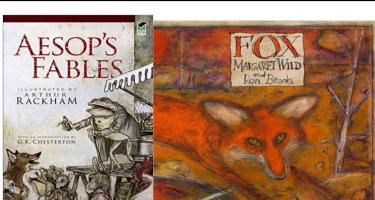
Fable





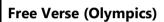
be entertained, learn a moral lesson

# **Narrative**













free verse poem

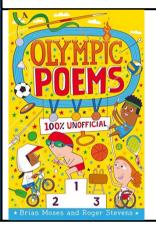


school and families (display)



be entertained





**Biography (sporting heroes)** 





magazine article



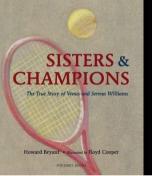
visitors to the school library

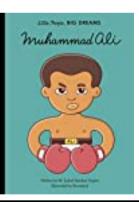


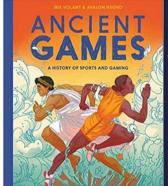
be inspired to become a sporting hero

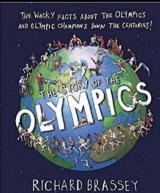
Information, **Non-Fiction** 

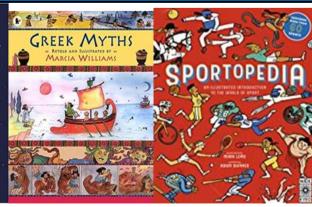


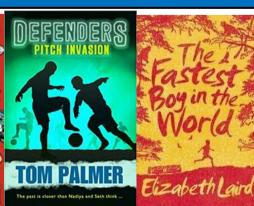


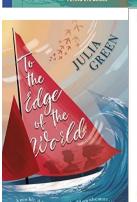


















## **East Midlands Academy Trust** Year 4 Text Map – Autumn 2













Focus of narrative learning chains. Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose! Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. Read aloud and Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate

All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.

Illustrated stories/picture books involving predators



to narrate



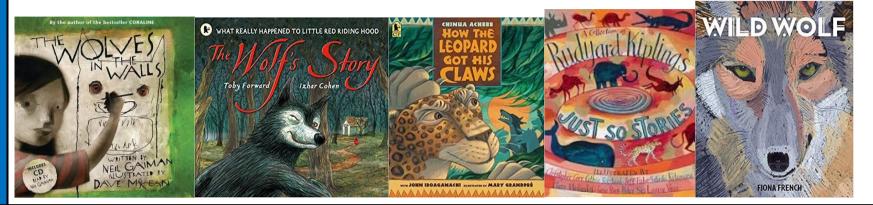
illustrated story





be entertained, shocked





Limericks



to narrate



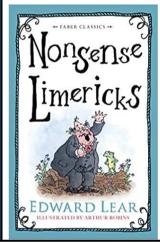
limericks

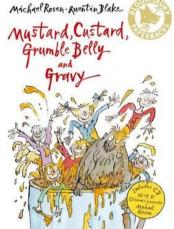


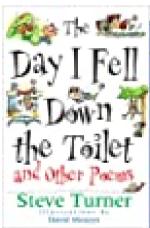
school (performance)













Information texts (predators and parasites)



to inform



class information book



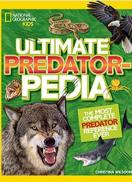
visitors to the class/book corner

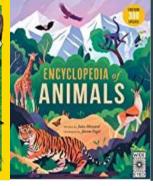


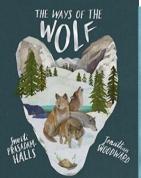
understand more about predators or parasites

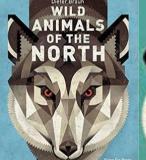
Information, **Non-Fiction** 

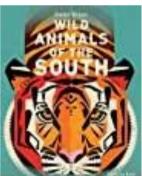


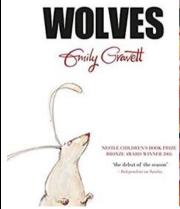
















#### **East Midlands Academy Trust Year 4 Text Map – Spring 1**













Focus of narrative learning chains.

Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose!

Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. Read aloud and Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate

All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.

Short stories with a moral message (modern fables)



to narrate/

explain

F

short story or play



be entertained, learn a moral lesson

**Narrative** 







Poems on a theme (environment)



to inform/describe



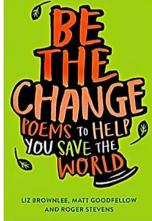
free verse or rhyming poems



headteacher

be entertained

**Poetry** 







**Advertising campaigns** (environmental issues)



to persuade



posters, leaflets and radio/TV adverts

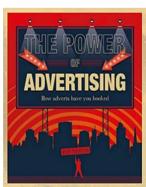


school community

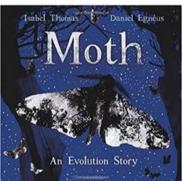


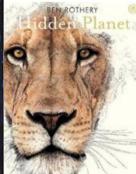
want to support a worthy cause

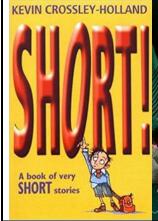
Information, **Non-Fiction** 

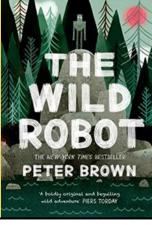
















## **East Midlands Academy Trust Year 4 Text Map – Spring 2**













Focus of narrative learning chains.

Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose!

Read aloud and

Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate

All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.

**Adventure stories** 



to narrate

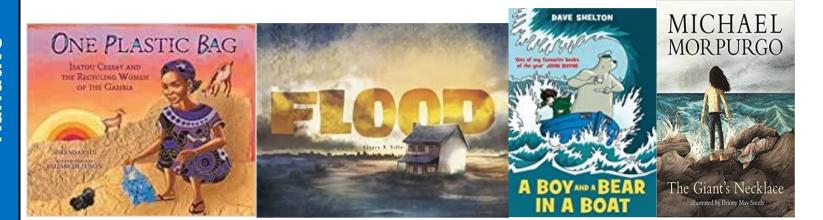
short story (F) (anthology)

visitors to the class/book corner



be thrilled

**Narrative** 



Poems on a theme (environment)



to inform/describe



free verse or rhyming poems



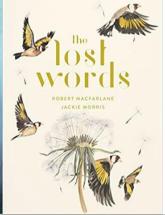
headteacher

be entertained

**Poetry** 







Advertising campaigns (environmental issues)





posters, leaflets and radio/TV adverts



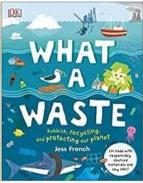
school community

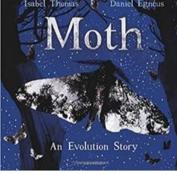


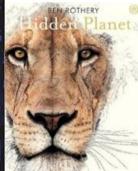
want to support a worthy cause

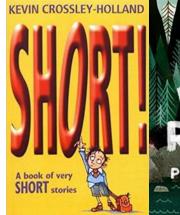
Non-Fiction Information,

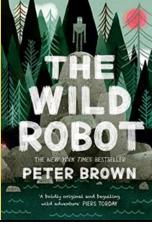




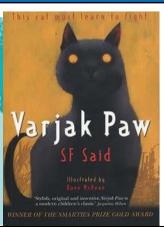














## **East Midlands Academy Trust** Year 4 Text Map - Summer 1













| Narrative               | Focus of narrative learning chains.   |
|-------------------------|---|
| Poetry                  | Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose! |
| Information/non-fiction | Focus of non-fiction chains as well as being useful for when teaching the broader curriculum.                                       |
| Read aloud and          | Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if                               |
| read for pleasure       | appropriate   |

All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.

**Biography (real or imagined)** 



inform to narrate/

magazine article E (class magazine)

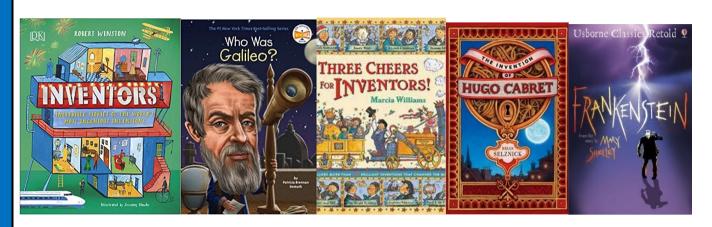


peers



be entertained

**Narrative** 



**Odes (admired people/characters)** 



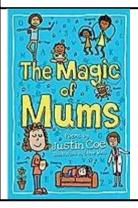


ode

visitors to the school library

appreciate a person, place or thing

**Poetry** 



'How to' guides (inventions)



to explain



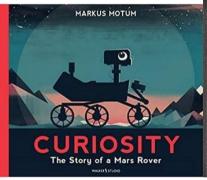
guidebook/webpage

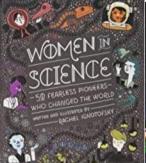


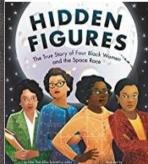
understand how to use/do something

Information/ **Non-Fiction** 



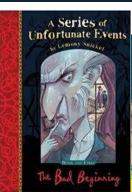
















## **East Midlands Academy Trust** Year 4 Text Map – Summer 2











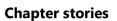


Focus of narrative learning chains. Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to

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Read aloud and Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate

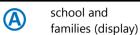
All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books.





to narrate

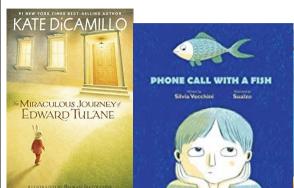
F chapter story





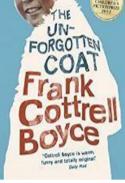
be entertained, learn about others' personal experiences

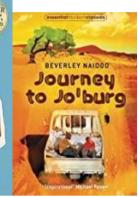
**Narrative** 











**Poet study** 



to describe



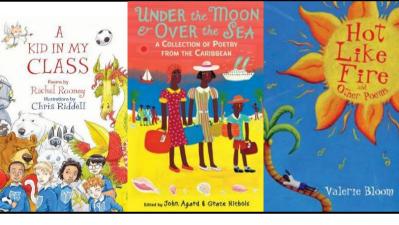


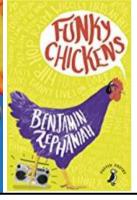
peers



be entertained

**Poetry** 





**Information texts (evolution)** 



to inform/describe



class information book



visitors to the class/book corner



understand more about evolution

Information,

