

# YEAR 3&4 WRITING OVERVIEW – CYCLE A

POETRY – 2 WEEKS TERMLY

**FOCUS POET:  
MICHAEL ROSEN**



**EXAMPLE POEMS BY  
MICHAEL ROSEN**

**AUTUMN:**

Chocolate Cake  
Plastic Bag Tree  
Down Behind the  
Dustbin

**SPRING:**

Strict  
Air  
Alligator Problem

**SUMMER:**

Wrong  
The Seagulls

**RECOMMENDED POEMS TO  
READ & SHARE**

**AUTUMN YEAR 3**

*The Marrog* by R. C. Scriven

**AUTUMN YEAR 4**

*The 3-Headed Dog* by Clare Bevan

**SPRING YEAR 3**

*Ducks Ditty* by Kenneth Grahame

**SPRING YEAR 4**

*The Months* by Sara Coleridge

**SUMMER YEAR 3**

*The Camel's Hump* by Rudyard Kipling (Classic)

**SUMMER YEAR 4**

*The Lost Words (book)* by Robert Macfarlane

**POETIC STYLE TO STUDY:**

**AUTUMN YEAR 3**

**LIMERICK**

*There Once was a Wonderful Star* by Kaitlyn Guenther  
*There was a Small Boy from Quebec* by Rudyard Kipling  
*There was an Old Man with a Beard* by Edward Lear

**AUTUMN YEAR 4**

**LIMERICK**

*Cautionary Tales for Children* by Hillaire Belloc

**SPRING YEAR 3**

**QUATRAINS**

*Yesterday* by Michael Rosen

**SPRING YEAR 4**

**QUATRAINS**

*Albatross* by Laura Mucha

**SUMMER YEAR 3**

**SIMILE AND METAPHOR**

*What is the Sun?* by Wes Magee

**SUMMER YEAR 4**

**SIMILE AND METAPHOR**

*The Slithermonchowchuck* by Aoife Mannix

**POEMS TO PERFORM:**

**AUTUMN**

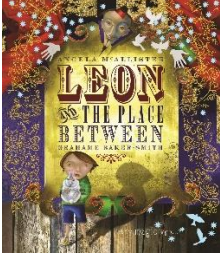






*The Sound Collector* by Roger McGough

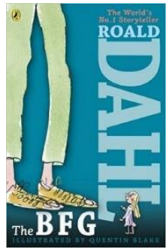
**SPRING**

*A Dodo's Message* (Poetry Shed)

**SUMMER**

*Ocean's Theft* (Poetry Shed)

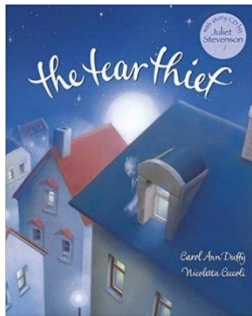
<b>AUTUMN FURTHER SPAG</b>	<b>YEAR 3</b> <ul style="list-style-type: none"> <li>Demarcate sentences with capital letters</li> <li>Demarcate sentences with full stops</li> <li>exclamation marks</li> <li>question marks</li> <li>commas to separate items in a list</li> </ul>		<b>YEAR 4</b> <ul style="list-style-type: none"> <li>Use tense choices appropriately and accurately</li> <li>Capital letters</li> <li>Full stops</li> <li>Commas to separate items in a list</li> <li>Commas to separate a fronted adverbial</li> <li>Use apostrophes for singular possession</li> <li>Use apostrophes where letters are missing</li> </ul>		
<b>AUTUMN 1</b>	<b>LEON AND THE PLACE INBETWEEN</b> by Angela McAllister  	<b>MAIN WRITING OUTCOME:</b> Own version fantast narrative  	<b>OTHER WRITING OUTCOMES:</b> Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue   	<b>YEAR 3 GRAMMAR</b> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> <li>Inverted commas to punctuate direct speech</li> </ul>	<b>YEAR 4 GRAMMAR</b> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition</li> <li>Use of commas after fronted adverbials</li> </ul>
<b>AUTUMN 2</b>	<b>THE BFG</b> by Roald Dahl 3 weeks	<b>MAIN WRITING OUTCOME:</b> own version fantasy narrative  	<b>OTHER WRITING OUTCOMES:</b> recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), letters   	<b>YEAR 3 GRAMMAR</b> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> </ul>	<b>YEAR 4 GRAMMAR</b> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Appropriate choice of noun or pronoun to avoid repetition</li> <li>Use of commas after fronted adverbials</li> </ul>



**ASSESSED PIECE  
FOR CELEBRATED  
WRITING BOOKS**

**AUTUMN 3**

**THE TEAR THIEF**  
By Carol Ann Duffy  
2+ weeks



**MAIN WRITING  
OUTCOME:**  
Letter of explanation



**OTHER WRITING  
OUTCOMES:**  
shared poems, persuasive  
posters, discussions

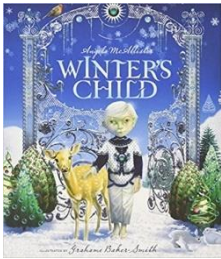



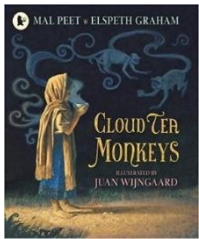
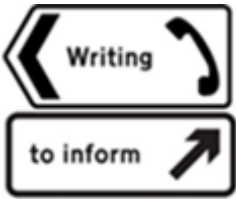





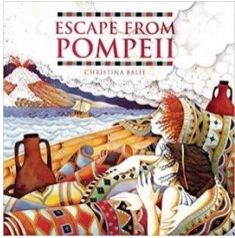



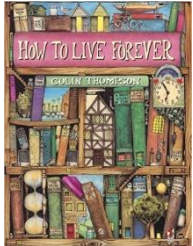



**YEAR 3**

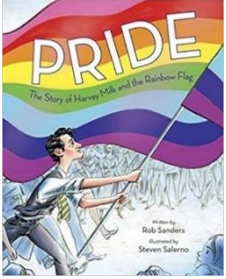
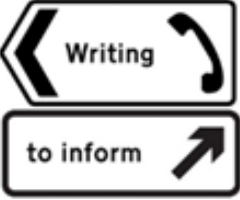
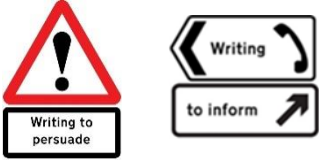
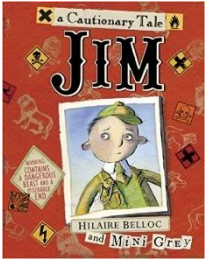


- Using a or an appropriately
- Word families based on common words
- Expressing time, place and cause using conjunctions
- Use of the present perfect form

**YEAR 4**

- Apostrophe to mark plural possession

<b>SPRING EXTRA SPAG</b>	<b>YEAR 3</b> As per the Autumn plus the following: <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Inverted commas to punctuate direct speech</li> <li>Use apostrophes for singular possession</li> <li>Use apostrophes to mark where letters are missing</li> <li>Use the correct selection of homophones</li> <li>Use the correct form of a or an</li> </ul>		<b>YEAR 4</b> As per the Autumn plus the following: <ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify</li> <li>Tense choices</li> <li>Sentences accurately demarcated</li> <li>Speech punctuation accurately demarcated</li> <li>Prepositional phrases</li> </ul>		
<b>SPRING 1</b>	<b>WINTER'S CHILD</b> by Angela McAllister 	<b>MAIN WRITING OUTCOME:</b> fantasy story sequel 	<b>OTHER WRITING OUTCOMES:</b> postcards (recount), dialogue, setting descriptions as letters, retellings  	<b>YEAR 3 GRAMMAR</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>YEAR 4 GRAMMAR</b> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Paragraphs to organise ideas around a theme</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> </ul>
<b>SPRING 2</b>	<b>CLOUD TEA MONKEYS</b> by Mal Preet  <p><b>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</b></p>	<b>MAIN WRITING OUTCOME:</b> Non-chronological report 	<b>OTHER WRITING OUTCOMES:</b> descriptive passages, writing in role, "how to" guide (instructions), letter, discussion   	<b>YEAR 3 GRAMMAR</b> <ul style="list-style-type: none"> <li>Using a or an appropriately</li> <li>Word families based on common words</li> <li>Expressing time, place and cause using conjunctions</li> <li>Paragraphs as a way to group related ideas</li> <li>Headings and subheading to improve presentation</li> <li>Use of the present perfect tense</li> </ul>	<b>YEAR 4 GRAMMAR</b> <ul style="list-style-type: none"> <li></li> </ul>

<b>SPRING 3</b>	<p><b>ESCAPE FROM POMPEII</b> by Christina Balit 3+ weeks</p> 	<p><b>MAIN WRITING OUTCOME:</b> newspaper report</p> 	<p><b>OTHER WRITING OUTCOMES:</b> setting descriptions, diaries, letters, thought bubbles</p>  	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> <li>Paragraphs as a way to group related material</li> <li>Inverted commas to indicate direct speech</li> </ul>	<p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition</li> <li>Use of commas after fronted adverbials</li> </ul>	
<b>SUMMER EXTRA SPAG</b>	<p><b>YEAR 3</b> As per the Spring term plus the following:</p> <ul style="list-style-type: none"> <li>Use the present perfect form of verbs instead of the simple past e.g. he has gone out to play ...contrasted with ...he went out to play</li> <li>Begin to improve writing by evaluating and editing</li> <li>Using a range of conjunctions e.g. when, before, after, while, so, because</li> <li>Using adverbs e.g. Then, next, soon, therefore</li> <li>Using prepositions e.g. before, after, during, in, because of</li> </ul>			<p><b>YEAR 4</b> As per the Spring term plus the following:</p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>A wider range of conjunctions</li> <li>Pronouns and nouns to aid cohesion and avoid repetition</li> </ul> <p>Detail developed for settings, characters and plot</p>		
<b>SUMMER 1</b>	<p><b>HOW TO LIVE FOREVER</b> by Colin Thompson 2 weeks</p> 	<p><b>MAIN WRITING OUTCOME:</b> prequel</p> 	<p><b>OTHER WRITING OUTCOMES:</b> lost posters, letter of warnings, character and setting descriptions,</p>   <p>instructions</p>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using a variety of prefixes</li> <li>Word families based on common words</li> <li>Expressing time, place and cause using conjunctions</li> <li>Inverted commas to indicate direct speech</li> </ul>	<p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SUMMER 2</b></p>	<p><b>PRIDE: THE STORY OF HARVEY MILK AND THE RAINBOW FLAG</b> by Rob Sanders</p>  <p><b>ASSESSED PIECE FOR CELEBRATED WRITING BOOK</b></p>	<p><b>MAIN WRITING OUTCOME:</b> Biography of Harvey Milk</p> 	<p><b>OTHER WRITING OUTCOMES:</b> thought bubbles, speech, simple leaflets</p> 	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Word families based on common words</li> <li>• Expressing time, place and cause using conjunctions</li> <li>• Headings and sub-headings to aid presentation</li> </ul>	<p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Fronted adverbials</li> <li>• Paragraphs to organise work around a theme</li> <li>• Appropriate choice of noun or pronoun to avoid ambiguity and help cohesion</li> <li>• Use of commas after fronted adverbials</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SUMMER 3</b></p>	<p><b>JIM: A CAUTIONARY TALE</b> by Hilaire Belloc 2 weeks</p> 	<p><b>MAIN WRITING OUTCOME:</b> narrative poems</p> 	<p><b>OTHER WRITING OUTCOMES:</b> warning posters, alternative endings, performance poetry, letter of apology</p> 	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions</li> </ul>	<p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Appropriate use of pronoun and noun to avoid ambiguity and aid cohesion</li> </ul>

<b>SPEAKING &amp; LISTENING OPPORTUNITIES ACROSS THE CURRICULUM</b>	<b>LISTENING SKILLS</b>	<b>YEAR 3</b> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	<b>YEAR 4</b> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
	<b>FOLLOWING INSTRUCTIONS</b>	<b>YEAR 3</b> To follow instructions in a range of unfamiliar situations.	<b>YEAR 4</b> To follow complex directions/multi-step instructions without the need for repetition.
	<b>ASKING &amp; ANSWERING QUESTIONS</b>	<b>YEAR 3</b> <ul style="list-style-type: none"> <li>To ask questions that relate to what has been heard or what was presented to them.</li> <li>To begin to offer support for their answers to questions with justifiable reasoning.</li> </ul>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>To regularly offer answers that are supported with justifiable reasoning.</li> </ul>
	<b>DRAMA, PERFORMANCE &amp; CONFIDENCE</b>	<b>YEAR 3</b> <ul style="list-style-type: none"> <li>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>To speak regularly in front of large and small audiences.</li> <li>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To use intonation when reading aloud to emphasise punctuation.</li> <li>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</li> <li>To discuss the language choices of other speakers and how this may vary in different situations.</li> </ul>
	<b>VOCABULARY BUILDING &amp; STANDARD ENGLISH</b>	<b>YEAR 3</b> <ul style="list-style-type: none"> <li>To use vocabulary that is appropriate to the topic and/or the audience.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</li> </ul>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> </ul>

		<ul style="list-style-type: none"> <li>To discuss topics that are unfamiliar to their own direct experience.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul>
	<b>SPEAKING FOR A RANGE OF PURPOSES</b>	<b>YEAR 3</b> <ul style="list-style-type: none"> <li>To organise what they want to say so that it has a clear purpose.</li> <li>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>To debate issues and make their opinions on topics clear.</li> <li>To adapt their ideas in response to new information.</li> </ul>
	<b>PARTICIPATING IN DISCUSSIONS</b>	<b>YEAR 3</b> <ul style="list-style-type: none"> <li>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li> <li>To take account of the viewpoints of others when participating in discussions.</li> </ul>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li> <li>To begin to challenge opinions with respect.</li> <li>To engage in meaningful discussions in all areas of the curriculum.</li> </ul>