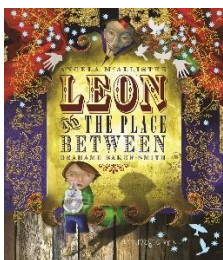


# YEAR 3&4 WRITING CURRICULUM – CYCLE A

## Autumn Term – Fiction/ Non-Fiction/ Poetry

AUTUMN 1

**Leon and the Place Between**  
by Angela McAllister



### Main Writing Outcome:

Own version fantasy narrative



### Other Outcomes:

Persuasive poster, performance reviews, setting description, thought bubbles / diary entry, dialogue



### Writing Transcription (Spelling and Handwriting)

- Use the first two or three letters of a word to check its spelling in a dictionary.

### Vocabulary, Grammar & Punctuation

- 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 pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- Using and punctuating direct speech
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

### Writing Composition

#### Plan 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:

- In narratives, creating settings, characters and plot
- 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

#### 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

**The Crown**  
By Emily Kapff



**Main outcome:**  
Information text



**Other Outcomes:**  
Descriptive labels,  
diary entry in role,  
descriptive poems,  
'good news' poster



**Writing  
Transcription  
(Spelling and  
Handwriting)**

- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell words that are often misspelt (English Appendix 1)

**Vocabulary, Grammar & Punctuation**

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of inverted commas and other punctuation to indicate direct speech
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

**Writing Composition**

**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 English appendix 2
- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

**Evaluate and edit by:**

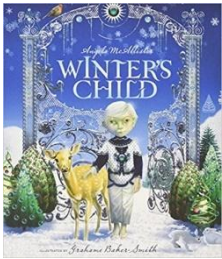
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proofread for spelling and punctuation errors

					<ul style="list-style-type: none"> <li>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
<b>Autumn Poetry</b>	<p><b>Focus Poet: Michael Rosen</b></p> 	<p><b>Example Poems</b></p> <p><i>Chocolate Cake</i> <i>Plastic Bag Tree</i> <i>Down Behind the Dustbin</i></p> <p>By Michael Rosen</p>	<p><b>Recommended poems to read &amp; share</b></p> <p><b>Year 3:</b> <i>The Marrog</i> by R. C. Scriven</p> <p><b>Year 4:</b> <i>The 3-Headed Dog</i> by Clare Bevan</p>	<p><b>Poetic style to study</b></p> <p><b>Limericks</b></p> <p><b>Year 3:</b> <i>There Once was a Wonderful Star</i> by Kaitlyn Guenther <i>There was a Small Boy from Quebec</i> by Rudyard Kipling <i>There was an Old Man with a Beard</i> by Edward Lear</p> <p><b>Year 4:</b> <i>Cautionary Tales for Children</i> by Hillaire Belloc</p>	<p><b>Poems to perform</b></p> <p><i>The Sound Collector</i> by Roger McGough</p>

## Spring Term – Fiction/ Non-Fiction/ Poetry

SPRING 1

**Winter's child**  
by Angela  
McAllister



**Main writing outcome:**  
Fantasy story sequel



**Other Outcomes:**  
Descriptive poems,  
postcards (recount),  
dialogue, setting  
descriptions as letters,  
retellings



**Writing Transcription (Spelling and Handwriting)**

- Place the possessive apostrophe accurately in words

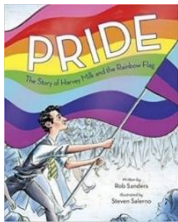
**Vocabulary, Grammar & Punctuation**

- Introduction to paragraphs as a way to group related material
- Introduction to inverted commas to punctuate direct speech
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
- Use of inverted commas and other punctuation to indicate direct speech
- Use of topic-specific vocabulary
- Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition

**Writing (Composition)**

- 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
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- 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

**Pride: The story of Harvey Milk and the rainbow flag**  
by Rob Sanders



**Main writing outcome:**

Biography of Harvey Milk



**Other outcomes:**

thought bubbles, speech, simple leaflets



**Writing Transcription (Spelling and Handwriting)**

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Use the first two or three letters of a word to check its spelling in a dictionary

- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

**Vocabulary, Grammar & Punctuation**

- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Headings and sub-headings to aid presentation
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

**Writing (Composition)**

**Plan 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:**

- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

**Evaluate and edit by:**

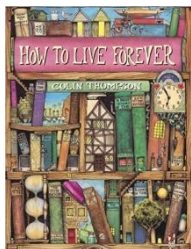
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling

				<ul style="list-style-type: none"> <li>Use of commas after fronted adverbials</li> </ul>	the tone and volume so that the meaning is clear
<b>Spring Poetry</b>	<p><b>Focus Poet:</b> <b>Michael Rosen</b></p> 	<p><b>Example Poems</b></p> <p><i>Strict</i> <i>Air</i> <i>Alligator Problem</i></p> <p>By Michael Rosen</p>	<p><b>Recommended poems to read &amp; share</b></p> <p><b>Year 3:</b> <i>Ducks Ditty</i> by Kenneth Grahame</p> <p><b>Year 4:</b> <i>The Months</i> by Sara Coleridge</p>	<p><b>Poetic style to study</b></p> <p><b>Quatrains</b></p> <p><b>Year 3:</b> <i>Albatross</i> by Laura Mucha</p> <p><b>Year 4:</b> <i>Yesterday</i> by Michael Rosen</p>	<p><b>Poems to perform</b></p> <p><i>A Dodo's Message</i> (Poetry Shed)</p>

## Summer Term – Fiction/ Non-Fiction/ Poetry

SUMMER 1

**How to live forever**  
by Colin Thompson



**MAIN WRITING OUTCOME:**  
Prequel



**OTHER OUTCOMES:**  
Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning



**Writing Transcription (Spelling and Handwriting)**

- Use the first two or three letters of a word to check its spelling in a dictionary

**Vocabulary, Grammar & Punctuation**

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to inverted commas to punctuate direct speech
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of inverted commas and other punctuation to indicate direct speech

**Writing Composition**

**Plan 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
- 

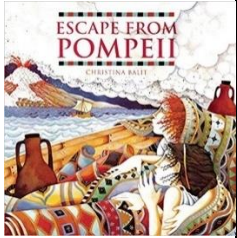
**Draft and write by:**

- Composing and rehearsing sentences orally (including dialogue), progressively building a
- varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- In narratives, creating settings, characters and plot

**Evaluate and edit by:**

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Reading 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

**ESCAPE FROM POMPEII**  
by Christina Balit



**Main writing outcome:**  
Newspaper report



**Other outcomes:**  
setting descriptions,  
diaries, letters, thought  
bubbles



**Writing Transcription (Spelling and Handwriting)**

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

**Vocabulary, Grammar & Punctuation**

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to paragraphs as a way to group related material
- Introduction to inverted commas to punctuate direct speech
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of inverted commas and other punctuation to indicate direct speech

**Writing Composition**

**Plan 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:**

- In narratives, creating settings, characters and plot

**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-reading for spelling and punctuation errors

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer Poetry</b></p>	<p><b>Focus Poet:</b> <b>Michael Rosen</b></p> 	<p><b>Example Poems</b></p> <p><i>Wrong</i> <i>The Seagulls</i></p> <p>By Michael Rosen</p>	<p><b>Recommended poems to read &amp; share</b></p> <p><b>Year 3:</b> <i>The Camel's Hump</i> by Rudyard Kipling (Classic)</p> <p><b>Year 4:</b> <i>The Lost Words (book)</i> by Robert Macfarlane</p>	<p><b>Poetic style to study</b></p> <p><b>Simile and metaphor</b></p> <p><b>Year 3:</b> <i>What is the Sun?</i> by Wes Magee</p> <p><b>Year 4:</b> <i>The Slithermonchowchuck</i> by Aoife Mannix</p>	<p><b>Poems to perform</b></p> <p><i>An Ocean's Theft</i> (Poetry Shed)</p>

## Speaking & Listening opportunities across the curriculum

<b>LISTENING SKILLS</b>	<b>YEAR 3</b> <ul style="list-style-type: none"> <li>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> </ul>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> </ul>
<b>FOLLOWING INSTRUCTIONS</b>	<b>YEAR 3</b> <ul style="list-style-type: none"> <li>To follow instructions in a range of unfamiliar situations.</li> </ul>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>
<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> <li>• To discuss topics that are unfamiliar to their own direct experience.</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> <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>