



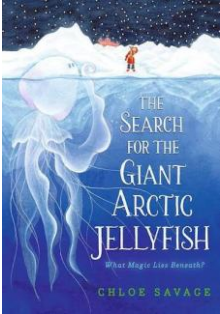






YEAR 3&4 WRITING CURRICULUM – CYCLE B

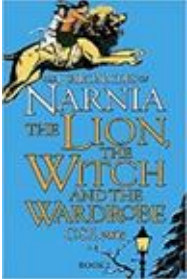



Autumn Term – Fiction/ Non-Fiction/ Poetry

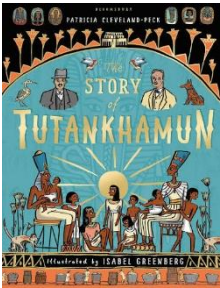



AUTUMN 1	<p>The First Drawing by Mordcai Gerstein</p> 	<p>Main Writing Outcome: Own historical narrative</p>  <p>Other Outcomes: Character description, diary entry, recount</p>  	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • 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 • 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.] • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Introduction to inverted commas to punctuate direct speech • Use of inverted commas and other punctuation to indicate direct speech 	<p>Writing Composition</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> • 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 <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency,


				<ul style="list-style-type: none"> • Use of commas after fronted adverbials 	<p>including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • Proof-reading for spelling and punctuation errors
AUTUMN 2	<p>The Search for the Giant Arctic Jellyfish by Chloe Savage</p> 	<p>Main outcome: Non-chronological report</p>  <p>Other Outcomes: Expedition proposals, persuasive letters, letters, diary entries, poetry, speech bubbles</p>  	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> • Spells words from the 3/4 words list (through, guide, important, enough) • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Controls legibility, consistency & quality of their handwriting (e.g. so downstrokes are parallel and lines are spaced so ascenders /descenders do not touch) 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because) • Uses headings and sub-headings to aid presentation • Uses the present perfect form of verbs instead of the simple past (e.g. He has gone out to play) 	<p>Writing Composition</p> <ul style="list-style-type: none"> • Discusses and records ideas • Composes and rehearses sentences orally (including dialogue) • Uses a varied and rich vocabulary • Uses increasing range of sentence structures • Uses simple organisational devices in non-narrative (e.g. headings and sub-headings) • Assesses the effectiveness of their own and others' writing and suggesting improvements • Proposes changes to grammar and vocabulary to improve consistency • Proof-reads for spelling and punctuation errors • Reads 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

Autumn Poetry	<p>Focus Poet: BENJAMIN ZEPHANIAH</p> 	<p>Example Poems</p> <p>The British Poem</p>	<p>Recommended poems to read & share</p> <p><i>Jack Frost</i> by C E Pike <i>Snow and Snow</i> by Ted Hughes</p>	<p>Poetic style to study</p> <p>KENNINGS <i>Who Am I?</i> by Roger Stevens <i>Where Do I Play?</i> By Roger Stevens <i>The Lost Words – Kingfisher</i> by Robert Macfarlane</p>	<p>Poems to perform</p> <p><i>Football Mad</i> by Benjamin Zephaniah</p>
----------------------	---	---	---	---	---

Spring Term – Fiction/ Non-Fiction/ Poetry

SPRING 1	<p>The Lion, the Witch and the Wardrobe by C. S. Lewis</p> 	<p>Main writing outcome: Own version narrative</p>  <p>Other Outcomes: Poem, eyewitness report, an imaginary conversation, writing in role</p>  	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> Children who continue to need support in the use of phonics and whole-word recognition should have access to this support and be encouraged to use the strategies independently. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed, both to read aloud and to understand the meaning of new words that they meet 5 words have been taken directly from the year 5/6 Statutory Word 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> 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 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) Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<p>Writing (Composition)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar In narratives, creating settings, characters and plot In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5/6) Assessing the effectiveness of their own and others' writing and suggest improvements In narratives, creating settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuation Read aloud their own writing to a group or whole class

			<p>List and these will be taught within the context of the planning sequence: aggressive, bargain, conscience, hindrance, temperature</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPRING 2</p>	<p>The Story of Tutankhamun by Patricia Cleveland-Peck</p> 	<p>Main writing outcome: Biography of Howard Carter</p>  <p>Other outcomes: Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters</p>  	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them – tion and –ness suffixes (English Appendix 1) Introduction to inverted commas to punctuate direct speech 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> 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 Headings and sub-headings to aid presentation 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] 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) 	<p>Writing (Composition)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> Organising paragraphs around a theme In non-narrative material, using simple organisational devices [for example, headings and subheadings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

				<ul style="list-style-type: none"> • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of commas after fronted adverbials 	
Spring Poetry	<p>Focus Poet: BENJAMIN ZEPHANIAH</p> 	<p>Example Poems</p> <p>People Need People</p>	<p>Recommended poems to read & share</p> <p><i>City Jungle</i> by Pie Corbett</p> <p><i>Heard it in the playground</i> by Allan Ahlberg</p>	<p>Poetic style to study</p> <p>NONSENSE POETRY</p> <p><i>On the Ning Nang Nong</i> by Spike Milligan</p> <p><i>The Land of the Bumbly Boo</i> by Spike Milligan</p>	<p>Poems to perform</p> <p><i>The Trouble with my Brother</i> by Brian Patten</p>

Summer Term – Fiction/ Non-Fiction/ Poetry

SUMMER 1

The Selfish Giant
by Oscar Wilde



**MAIN WRITING
OUTCOME:**

Own version narrative about kindness



OTHER OUTCOMES:

Letters, setting description, first person recount, diaries, letters, adverts, reports



**Writing
Transcription
(Spelling and
Handwriting)**

- Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes (English Appendix 1)
- Use further prefixes and suffixes and understand how to add them (-sion/ -cian/ -tion)

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*)
- 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
- Use of inverted commas and other punctuation to indicate direct speech
- Use of commas after fronted adverbials
- Introduction to inverted commas to punctuate direct speech

**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

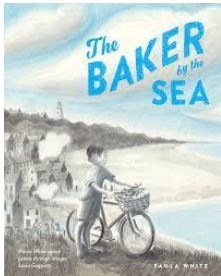
Draft and write by:

- 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 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

The Baker by the Sea
by Paula White



Main writing outcome:
Tourist brochures



Other outcomes:
Job applications, advertisements, setting descriptions, letters in role



Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell words that are often misspelt (English Appendix 1)

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 [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Using the present perfect form of verbs in contrast to the past tense
- Introduction to paragraphs as a way to group related material
- 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
- Use of commas after fronted adverbials

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

Summer Poetry	<p>Focus Poet: BENJAMIN ZEPHANIAH</p> 	<p>Example Poems</p> <p>We Refugees</p>	<p>Recommended poems to read & share</p> <p><i>The Magic Box</i> by Kit Wright</p> <p><i>Refugees</i> by Brian Bilston</p>	<p>Poetic style to study</p> <p>HAIKU & TANKA</p> <p><i>Haiku Riddle</i> by Celia Warre <i>With a Sigh</i> by Kelly Roper</p> <p><i>Seaview Haiku</i> by John Foster <i>Silver Aeroplane</i> by John Foster</p>	<p>Poems to perform</p> <p><i>Gran can You Rap?</i> by Jack Ousby</p>
----------------------	---	--	---	---	--

Speaking & Listening opportunities across the curriculum

LISTENING SKILLS	YEAR 3 <ul style="list-style-type: none"> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	YEAR 4 <ul style="list-style-type: none"> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
FOLLOWING INSTRUCTIONS	YEAR 3 <ul style="list-style-type: none"> To follow instructions in a range of unfamiliar situations. 	YEAR 4 <ul style="list-style-type: none"> To follow complex directions/multi-step instructions without the need for repetition.
ASKING & ANSWERING QUESTIONS	YEAR 3 <ul style="list-style-type: none"> To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning. 	YEAR 4 <ul style="list-style-type: none"> To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.
DRAMA, PERFORMANCE & CONFIDENCE	YEAR 3 <ul style="list-style-type: none"> To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. 	YEAR 4 <ul style="list-style-type: none"> To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.

	VOCABULARY BUILDING & STANDARD ENGLISH	YEAR 3 <ul style="list-style-type: none"> To use vocabulary that is appropriate to the topic and/or the audience. 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. To discuss topics that are unfamiliar to their own direct experience. 	YEAR 4 <ul style="list-style-type: none"> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. 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.
	SPEAKING FOR A RANGE OF PURPOSES	YEAR 3 <ul style="list-style-type: none"> To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. 	YEAR 4 <ul style="list-style-type: none"> To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.
	PARTICIPATING IN DISCUSSIONS	YEAR 3 <ul style="list-style-type: none"> To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions. 	YEAR 4 <ul style="list-style-type: none"> To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.