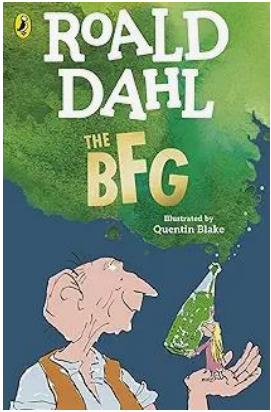


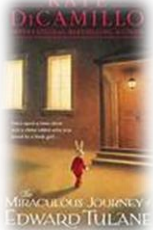



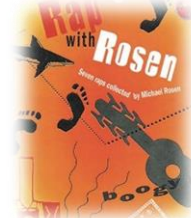
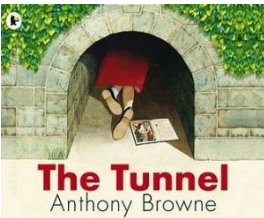




<p>Year 3/4 writing units</p> <p>Non-fiction Fiction Poetry Skills work <i>Scaffolded (S)</i> <i>Independent (I)</i></p>	<p>BFG</p>  <p>Setting description Diary Writing Newspaper report/Brochure</p>	 <p>Iron Man opening scene</p> <p>Character description Narrative of the Iron Man arriving.</p> <p>Explanation text linked to foundation subjects including the skills below.</p> <p>Skills unit on prefixes.</p>	 <p>A Night at the museum (inspired by the film and a visit)</p> <p>Imagined narrative Non-chronological report</p> <p>Skills unit on word families.</p>	 <p>The miraculous journey of Edward Tulane Retell the narrative of a new imagined journey.</p>  <p>Mummification Write the process of mummification as detailed instructions (with because, when, if, as)</p>	 <p>Beach safety - Sami Beach Rescue. Author or RNLI visit.</p> <p>Safety guide (using prepositions).</p>  <p>The Flood – wordless picture book Write the narrative, including speech.</p>	 <p>Performance poetry Michael Rosen A-Z Gran can you rap</p>  <p>The Tunnel Mystery and Suspense writing. Extend the story.</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1). See spelling progression on separate document. 					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) place the possessive apostrophe accurately in words with regular plurals (girls', boys') use the first 2 or 3 letters of a word to check its spelling in a dictionary 					

Transcription	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <i>Dictation sentences once a week all year.</i> 					
	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> 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 			increase the legibility, consistency and quality of their handwriting.		
	<ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting 					
Contexts for Writing	<ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 					
	<ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, Vocabulary and grammar 					
Planning Writing	<ul style="list-style-type: none"> discuss and recording ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see grammar section below) 					
	<ul style="list-style-type: none"> discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see grammar section below) 					
Drafting Writing	<ul style="list-style-type: none"> in narratives, create settings, characters and plot organise paragraphs around a theme (NF) in non-narrative material, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) organise paragraphs around a theme 	<ul style="list-style-type: none"> in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) organise paragraphs around a theme 	<ul style="list-style-type: none"> in narratives, create settings, characters and plot organise paragraphs around a theme in narratives, create settings, characters and plot 	<ul style="list-style-type: none"> organise paragraphs around a theme in non-narrative material, use simple organisational devices (headings & subheadings) 	
	<ul style="list-style-type: none"> organise paragraphs confidently around a theme in narratives, create settings, characters and plot confidently in non-narrative material, use simple organisational devices confidently (headings & subheadings) 					
Editing Writing	<p>Begin to assess the effectiveness of their own and others' writing and suggest improvements within a given framework</p> <p>Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Begin to proofread for spelling and punctuation errors</p>					
	<ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggest improvements within a framework propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 					
Performing Writing		<p>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.</p>				<p>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.</p>
		<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and 				<ul style="list-style-type: none"> 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.

		volume so that the meaning is clear.				
Word	<ul style="list-style-type: none"> • understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly. 	<ul style="list-style-type: none"> • understand the difference between plural and possessive –s <p>understand how additional nouns can be formed using prefixes (i.e. super, anti, auto) – see spelling document.</p>	<ul style="list-style-type: none"> • understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly. • understand the difference between plural and possessive –s • Understand how word families are connected and share meaning (i.e. solution, solver, dissolver, insoluble) and begin to use this to determine meaning of unfamiliar words. 	<p>Understand the difference between plural and possessive –s</p> <p>Understand how word families are connected and share meaning (i.e. solution, solver, dissolver, insoluble) and begin to use this to determine meaning of unfamiliar words.</p>	<ul style="list-style-type: none"> • understand the difference between plural and possessive –s 	<ul style="list-style-type: none"> • understand the difference between plural and possessive –s • understand how additional nouns can be formed using prefixes (i.e. super, anti, auto) – see spelling document. • Understand how word families are connected and share meaning (i.e. solution, solver, dissolver, insoluble) and begin to use this to determine meaning of unfamiliar words. • understand the difference between plural and possessive –s understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly.
		<ul style="list-style-type: none"> • understand the difference between plural and possessive -s 	<ul style="list-style-type: none"> • use standard English verb inflections instead of local forms (I did vs I done) 			
Sentence	<ul style="list-style-type: none"> • use adverbs to express where, when and how (then, next, soon, therefore, carefully) 	<ul style="list-style-type: none"> • use adverbs to express where, when and how (then, next, soon, therefore, carefully) • Use conjunctions to express time, place and cause (after, before, when, while, so, because) 	<ul style="list-style-type: none"> • use adverbs to express where, when and how (then, next, soon, therefore, carefully) • Use conjunctions to express time, place and cause (after, before, when, while, so, because) 	<ul style="list-style-type: none"> • Use conjunctions to express time, place and cause (after, before, when, while, so, because) • use adverbs to express where, when and how (then, next, soon, therefore, carefully) • begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> • Use conjunctions to express time, place and cause (after, before, when, while, so, because) • use adverbs to express where, when and how (then, next, soon, therefore, carefully) • use prepositions to express time, place and cause (before, after, during, in, because of). <p>* Remember, some words can be both conjunctions and prepositions; conjunctions join two main clauses, prepositions refer to the placement in time or space of a noun. i.e. I will walk the dog before I eat my tear (conjunction). My house is before the garage (preposition).</p>	

					<p>tear (conjunction). My house is before the garage (preposition).</p> <ul style="list-style-type: none"> begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) 	<ul style="list-style-type: none"> Use present perfect forms instead of simple past (He has gone out to play rather than He went out to play). begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions)
	<ul style="list-style-type: none"> use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). 	<ul style="list-style-type: none"> use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most</i> annoying child) are used to make the expanded noun phrase more precise extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most</i> annoying child) are used to make the expanded noun phrase more precise use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn).
Text		<ul style="list-style-type: none"> use headings and subheadings to aid presentation. introduce paragraphs as a way to group content around a change in theme (location, time, person, event) introduce paragraphs as a way to group content around a change in theme 	<ul style="list-style-type: none"> use headings and subheadings to aid presentation. introduce paragraphs as a way to group content around a change in theme (location, time, person, event) introduce paragraphs as a way to group content around a change in theme (location, time, person, event) 	<ul style="list-style-type: none"> make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him) introduce paragraphs as a way to group content around a change in theme (location, time, person, event) 	<ul style="list-style-type: none"> introduce paragraphs as a way to group content around a change in theme (location, time, person, event) make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> introduce paragraphs as a way to group content around a change in theme (location, time, person, event) use headings and subheadings to aid presentation. make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him)

		(for a topic/theme in a nonfiction text)	<ul style="list-style-type: none"> • make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him) 			
<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) • make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him) 						
Punctuation	<ul style="list-style-type: none"> • introduce inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • use commas after fronted adverbials • introduce inverted commas to punctuate direct speech. • Indicate possession by using the possessive apostrophe with singular nouns (girl’s name). 	<ul style="list-style-type: none"> • Indicate possession by using the possessive apostrophe with singular nouns (girl’s name). • use commas after fronted adverbials 	<ul style="list-style-type: none"> • Indicate possession by using the possessive apostrophe with singular nouns (girl’s name). • use commas after fronted adverbials • introduce inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Introduce inverted commas to punctuate direct speech. • use commas after fronted adverbials. • Indicate possession by using the possessive apostrophe with singular nouns (girl’s name). 	<ul style="list-style-type: none"> • Indicate possession by using the possessive apostrophe with singular nouns (girl’s name). • introduce inverted commas to punctuate direct speech.
	<ul style="list-style-type: none"> • use and punctuate direct speech (including punctuation within and surrounding inverted commas). A comma after the reporting clauses, capitals to start the speech phrase and punctuation before the final inverted commas (see guidance document on how we teach speech) i.e. The conductor shouted, ‘Sit down!’ 	<ul style="list-style-type: none"> • use commas after fronted adverbials (how, where and when - beyond ly) • use and punctuate direct speech • indicate possession by using the possessive apostrophe with singular and plural nouns (girl’s name, girls’ names) 	<ul style="list-style-type: none"> • indicate possession by using the possessive apostrophe with singular and plural nouns (girl’s name, girls’ names) 	<ul style="list-style-type: none"> • Correctly applying punctuation covered in previous years groups and • use commas after fronted adverbials (how, where and when - beyond ly) • indicate possession by using the possessive apostrophe with singular and plural nouns (girl’s name, girls’ names). • use and punctuate direct speech (including punctuation within and surrounding inverted commas). 	<ul style="list-style-type: none"> • Correctly applying punctuation covered in previous years groups and • use commas after fronted adverbials (how, where and when - beyond ly) • indicate possession by using the possessive apostrophe with singular and plural nouns (girl’s name, girls’ names). • use and punctuate direct speech (including punctuation within and surrounding inverted commas). 	<ul style="list-style-type: none"> • Correctly applying punctuation covered in previous years groups and • use commas after fronted adverbials (how, where and when - beyond ly) • indicate possession by using the possessive apostrophe with singular and plural nouns (girl’s name, girls’ names). • use and punctuate direct speech (including punctuation within and surrounding inverted commas). • A comma after the reporting clauses, capitals to start the speech phrase and punctuation before the final inverted commas (see guidance document on how we teach speech) i.e. The conductor shouted, ‘Sit down!’

Terminology for pupils to use and understand	direct speech , inverted commas (or 'speech marks')	adverb, direct speech, , inverted commas (or 'speech marks')	adverb, conjunction, clause, subordinate clause,	adverb, conjunction, clause, subordinate clause, direct speech, , inverted commas (or 'speech marks')	adverb, preposition, conjunction, clause, subordinate clause, direct speech, , inverted commas (or 'speech marks')	Preposition, conjunction, clause, subordinate clause,
	word family, prefix, clause, consonant, consonant letter vowel, vowel letter,					
	Adverbial pronoun,	determiner, possessive pronoun,				
Sentence types introduced	3ed Personification of weather	ing_____ , Double ly ending	Double ly ending ing_____, ed_____	The more, the more 3ed Double ly ending ed_____	The more, the more Personification of weather Double ly ending ed_____	
	<i>Revisit previous sentences e.g. 2A, 3ED</i> Emotion word, comma The more, the more	<i>Revisit previous sentence types</i> Double -ly	<i>Double -ly</i> Verb, person Ad, same ad	<i>If, if, if then</i>	<i>If, if, if then.</i> The more, the more Emotion word, comma	<i>Previous sentence types</i> Short sentences
Statutory words to be covered	appear disappear woman/women sentence library peculiar arrive bicycle favourite surprise early material extreme separate earth	potatoes pressure fruit build accident(ally) actual(ly) circle island often opposite strength straight strange experiment length	February minute continue decide centre century guide history recent reign believe group question interest through	describe different difficult notice ordinary particular special medicine enough possess(ion) regular therefore though/although thought occasion(ally) quarter heart height weight natural eight/eighth	caught Consider Imagine position certain breath breathe exercise experience forward(s) guard important knowledge learn complete increase address	famous possible probably promise purpose answer naughty remember perhaps popular busy/business mention various calendar suppose heard grammar
	accident(ally) caught	circle ordinary	February arrive	position believe	though/although reign	fruit heart

	notice occasion(ally) suppose popular bicycle build centre certain different difficult actual(ly) naughty sentence grammar quarter potatoes	remember particular century describe experience heard history imagine learn woman/women guard island knowledge through thought	disappear appear peculiar height special separate straight strange strength weight regular	pressure answer busy/business consider continue decide recent exercise famous extreme various question possible	breath breathe probably perhaps opposite often purpose guide experiment enough complete forward(s) mention natural therefore material medicine increase earth	surprise promise minute possess(ion) important interest length library favourite address calendar early eight/eighth group
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------