

Intent

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in the Raleigh Hub will:

- Become motivated, resilient, and resourceful writers.
- Develop a strong thread of individual creativity in their writing.
- Understand writing for a purpose and audience.
- Have a secure skill set in spelling, punctuation, and grammar.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing.

Year A Year 3 / 4																							
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2													
Progression Core text with outcomes																							
Book of Bones (Non-fiction) Y3/4 <u>Key Outcome:</u> To write own pages to create a class book about an amazing group		Jack and the Dream Sack (Fiction) Y3 <u>Key Outcome:</u> To write a voyage-and-return story based on Jack and the Dreamsack		A Walk in London (Non-Fiction) Y3/4 <u>Key Outcome:</u> To write an information text about a place visited		A River (Poetry) Y3 <u>Key Outcome:</u> To write about a journey through different landscapes		13 words (Fiction) Y3/4 <u>Key Outcome:</u> To produce your own story based on 13 random words (Ideally, present as a short picture book)		Everest (non-Fiction) Y3/4 <u>Key Outcome:</u> To write one or more sections to contribute to a class book that provides information about different aspects of a very special place, e.g. one being studied in another curriculum area.		Science in a flash series: Rocks (Non-Fiction) Y3/4 <u>Key Outcome:</u> Write own version of two of the double-page spreads in the book: <ul style="list-style-type: none"> • What are sedimentary rocks? • What are fossils? 		Monster Slayer (Fiction) Y4 <u>Key Outcome:</u> To write a further 'episode' about a monster slayer's victory over an evil creature. This could be either about Beowulf, a character from myth or legend, or an original hero.		Fantastically great women who changed the world. (Non-Fiction) Y3/4 <u>Key Outcome:</u> To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements		I don't believe it, Archie! (Fiction) Y3/4 <u>Key Outcome:</u> To write a chapter based on a series of events		Fair's fair (Fiction) Y4 <u>Key Outcome:</u> To write the middle and ending of a story		Beachcomber (Poetry) Y3/4 <u>Key Outcome:</u> To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator	
Vocabulary linked to core texts																							
Links to Wider Curriculum																							
Text 1: Book of Bones (Non-fiction) Link: Science: Animals including Humans - Nutrition, skeleton, muscles Text 2: Jack and the Dream Sack (Fiction) Link: Geography: Locate World's Countries Text 3: A Walk in London (Non-Fiction) Link: History: WW2 Text 4: A River (Poetry) Link: Geography: Locate the World's countries focusing on Europe.						Text 1: 13 Words (Fiction) Link: Science in a flash: Text 2: Everest (Non Fiction) Link: Geography: Physical/human Text 3: Science in a flash series: Rocks Link: Science: Rocks, fossils and soils - physical Geography Text 4: Monster Slayer (Fiction) Link: Physical Geography/journeys						Text 1: Fantastically great Women (Non-Fiction) Link: Important people in history Text 2: I Don't Believe It, Archie! (Fiction) Link: Victorians: Unusual happenings/discoveries Text 3: Fair's Fair (Fiction) Link: Victorians Text 4: Beachcomber (Poetry) Link: States of Matter											

Overview	World War 2		Extreme Earth		The Victorians	
Independent purposeful writing outcomes		Pages for a class book about foods linked to rationing. Book of Bones (NF)	Poems on Extreme Earth A River (P)	Class book on different types of rocks. Everest (NF)	A piece on the difference between Rich and Poor. Monster Slayer (F)	A biography of a famous Victorian person. Fantastically Great Women (NF)
Grammar skills	<u>Strand 1- Sentences</u> 1b. Coordination and subordination Expressing time, place and cause using conjunctions (for example, <i>when, before, after, while, so, because</i>). conjunction clause subordinate clause Use of commas after fronted adverbials (where these are fronted adverbial clauses). 1c. Sentence types Introduction to inverted commas to punctuate direct speech.	<u>Strand 2- Noun Phrases</u> Formation of nouns using a range of prefixes (for example <i>super-, anti-, auto-</i>). Word families based on common words , showing how words are related in form and meaning (for example, <i>solve, solution, solver, dissolve, insoluble</i>). word family Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, <i>a rock, an open box</i>). The grammatical	<u>Strand 3: Adverbials</u> Expressing time, place and cause using adverbs (for example, <i>then, next, soon, therefore</i>), or prepositions (for example, <i>before, after, during, in, because of</i>). Fronted adverbials (for example, <i>Later that day, I heard the bad news.</i>) adverb preposition adverbial	<u>Strand 4: Verbs</u> Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>). present perfect Standard English forms for verb inflections, instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>).	<u>Strand 6: Cohesion</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. (Link with teaching of noun/noun phrases.) pronoun possessive pronoun Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of paragraphs to organise ideas around a	<u>Strand 7: Punctuation</u> Sentence demarcation Continue encouraging demarcation of sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks. Commas Use of commas after fronted adverbials Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials. Apostrophes for contraction Consolidate use of apostrophes for contraction

	<p>direct speech inverted commas (or speech marks)</p>	<p>difference between plural and possessive -s.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the teacher expanded to the strict maths teacher with curly hair).</p> <p>determiner pronoun possessive pronoun preposition prefix consonant vowel</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>pronoun possessive pronoun</p>			<p>theme. (To be taught through teaching and learning sequences.)</p>	<p>Apostrophes for possession. Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names).</p> <p>Speech Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!')</p> <p>direct speech speech marks</p>
<p>Grammar and punctuation No Nonsense Grammar</p>	p47-53	P54-60	P61-67	P68-70	<p>P54 (nouns and pronouns)</p> <p>No lessons in NNG that link to paragraphs or layout- teach through a text.</p>	
<p>Spelling and Punctuation No Nonsense spelling (Year 3 Spellings)</p>	<p>Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p>	<p>Revise Statutory words learnt last half term</p>	<p>Revise From Year 2: suffixes '-ness' and '-ful'</p>	<p>Teach</p>	<p>Revise Previously taught</p>	<p>Revise Strategies at the point of</p>

	<p>Revise prefix un-'</p> <p>Teach prefix 'dis-' (<i>disappoint, disagree, disobey</i>)</p> <p>Revise From Year 2: Apostrophes for contractions</p> <p>Teach Rarer GPCs: words with the /ei/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)</p> <p>Teach Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)</p>	<p>Strategies at the point of writing: Have a go</p> <p>Revise Homophones Revise Year 2 prefixes and suffixes</p> <p>Teach Prefixes 'mis-' and 're-'</p> <p>Teach The /ɪ/ sound spelt 'y'</p> <p>Teach Proofreading</p> <p>Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>	<p>following a consonant</p> <p>Teach Prefixes 'sub-' and 'tele-'</p> <p>Practise From Year 2: apostrophe for contraction</p> <p>Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Revise/Teach Revise suffixes '-ness' and '-ful'</p> <p>Teach suffixes '-less' and '-ly'</p>	<p>Prefixes 'super-' and 'auto-'</p> <p>Teach Strategies at the point of writing: homophones</p> <p>Revise Proofreading</p> <p>Teach Words with the /k/ sound spelt 'ch' (Greek in origin)</p>	<p>suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Teach Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Revise From Year 2: Apostrophes for contractions</p> <p>Teach Rare GPCs (/ɪ/ sound)</p> <p>Revise From Years 1 and 2: vowel digraphs</p>	<p>writing: Have a go Spellings learnt in the last half term</p> <p>Teach The /ʌ/ sound spelt 'ou'</p> <p>Teach Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)</p> <p>Teach Proofreading</p>
<p>Spelling and Punctuation No Nonsense spelling (Year 4 Spellings)</p>	<p>Revise Strategies for learning words: words from statutory and personal spelling lists</p> <p>Teach Words ending /ʒə/</p> <p>Teach Year 2: possessive apostrophe with singular proper nouns</p> <p>Teach: Homophones</p>	<p>Revise Strategies for learning words: words from statutory and personal spelling lists</p> <p>Teach Proofreading</p> <p>Teach Prefixes 'in-', 'il-', 'im-' and 'ir-'</p> <p>Revise Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p>	<p>Teach The /g/ sound spelt 'gu'</p> <p>Teach Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Teach Possessive apostrophe with plurals</p> <p>Teach Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</p> <p>Learn Strategies for learning words:</p>	<p>Assess Statutory spellings learnt so far</p> <p>Teach: Proofreading Teach Prefixes 'anti-' and 'inter-'</p> <p>Teach Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p> <p>Practise Strategies for learning words: words from statutory and</p>	<p>Teach Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go</p> <p>Teach Endings that sound like /ʒən/ spelt 'sion'</p> <p>Revise Apostrophes for possession,</p>	<p>Teach Suffix '-ous'</p> <p>Practise Proofreading</p> <p>Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Teach</p>

		<p>Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>	<p>words from statutory and personal spelling lists</p>	<p>personal spelling lists</p> <p>Revise Spellings taught so far</p>	<p>including singular and plural</p> <p>Teach Homophones</p> <p>Revise Statutory words learnt during the year</p>	<p>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p> <p>Assess Words learnt so far</p>
Handwriting	<p>All Pupils will be expected to join their writing in a cursive and legible style using the letterjoin website. All pupils to use a handwriting pen in Year 4. When the children in Year 3 are ready, they can use a pen. 8mm lined books used to support writing. Handwriting to be implicitly taught at least once a week using handwriting books.</p>					