Writing Curriculum Plan Year 3 /4 Year B

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 B Year 3 / 4												
	Autumn 1		**Autumn 2**		**Spring 1**		**Spring 2**		**Summer 1**		**Summer 2**	
Progression Core text with outcomes	Lord of the Forest (F)	Penguins (NF)	Outdoor Wonderland (NF)	Mog's Christmas Calamity (F)	Until I Met Dudley (NF)	Leon and the Place Between (F)	Marvin and Milo Adventures in Science (NF)	Paint Me a Poem (P)	Dragons: Truth, Myth and Legends (F)	An Anthology of Intriguing Animals (NF)	Firebird (F)	Poetry Pie (P)
	Key Outcome: To write a story using the pattern of the text	**Key Outcome:** To create an information text about a group of animals/people/objects of interest	**Key Outcome:** To write a page for an information book that contains a set of instructions	**Key Outcome:** To write the story of a Christmas calamity	**Key Outcome:** To write an imaginary (and real) explanation.	**Key Outcome:** To write a version of Leon's story from the point the portal is reached	**Key Outcome:** To write up an experiment/ investigation using cartoons and explanatory texts	**Key Outcome:** To respond to art through poetry.	**Key Outcome:** To create a story, information and a poem about a dragon to include in a class book	**Key Outcome:** To write an information text about three different animals, organised in a specific way (or contribute to a group or class book about animals)	**Key Outcome:** To write a story using the quest blueprint	**Key Outcome:** To perform and write poetry
Vocabulary linked to core texts		leap unlike instead flock hatch introduce	dawn/dusk silhouette twinkle build camouflage natural	fire/fiery perhaps comet brigade hero neighbour	alert convey/or until plug nestle bend	twitch believe parade furious/fury impatient astonish			monster fail battle fatal power exist	confuse hunter struggle whistle marine puzzle	treasure elder kingdom succeed creature advisor	stroke common fork doubt whereas reserve
Links to Wider Curriculum	Text 1: **Lord of the Forest** (F) **Link**: Science – animals and habitats Text 2: **Penguins** (NF) **Link**: Science – animals and habitats Geog – human/physical				Text 1: **Until I Met Dudley** (NF) **Link**: Science/technology Text 2: **Leon and the Place Between** (F) **Link**: Science – electricity and light				Text 1: **Dragons: Truth, Myth and Legends** (F) **Link**: History – Roman relationships to beasts/animals Text 2: **An Anthology of Intriguing Animals** (NF) **Link**: Science – animals and habitats – food/food chains			

	Text 3: **Outdoor Wonderland** (NF) **Link:** Science – plants Geog – UK locations Text 4: **Mog's Christmas Calamity** (F) **Link:** R.E. - Christmas		Text 3: **Marvin and Milo Adventures in Science** (NF) **Link:** Science – electricity and light Text 4: **Paint Me a Poem** (P) **Link:** Art – mechanical/light		Text 3: **Firebird** (F) **Link:** History – traditional stories Text 4: **Poetry Pie** (P) **Link:** D&T food tech – Science – digestion & teeth	
Overview	**Let's Explore** Anglo Saxons & Vikings		**Let's Experiment** (Victorians)		**Let's Remember** Romans	
Independent purposeful writing outcomes		Viking scientist – an account of British shores – wildlife and plants	Information text about Thomas Edison/Alexander Graham Bell/Marie Curie	Non-fiction story about an inventor going to magical world and bringing back an idea/knowledge to invent/create something	Poem about Romans	An anthology of Roman era people
Grammar skills	<u>Strand 1- Sentences</u> 1b. Coordination and subordination Expressing time, place and cause using **conjunctions** (for example, *when, before, after, while, so, because*). conjunction clause subordinate clause Use of commas after **fronted adverbials** (where these are fronted adverbial clauses). 1c. Sentence types Introduction to	<u>Strand 2- Noun Phrases</u> 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*). word family Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (for example, *a rock, an open box*).	<u>Strand 3: Adverbials</u> Expressing time, place and cause using **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.*) adverb preposition adverbial	<u>Strand 4: Verbs</u> 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*). present perfect Standard English forms for verb inflections, instead of local spoken forms (for example, *we were instead of we was*, or *I did instead of I done*).	<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.	<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

	inverted commas to **punctuate** direct speech. direct speech inverted commas (or speech marks)	The grammatical difference between **plural** and **possessive** -s. 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). determiner pronoun possessive pronoun preposition prefix consonant vowel Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. pronoun possessive pronoun			Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.)	Consolidate use of apostrophes for contraction Apostrophes for possession. Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). 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!') direct speech speech marks
Grammar and punctuation No Nonsense Grammar	p47-53	P54-60	P61-67	P68-70	P54 (nouns and pronouns) No lessons in NNG that link to paragraphs or layout- teach through a text.	

| Spelling and Punctuation No Nonsense spelling (Year 3 Spellings) | Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')

Revise prefix un-'

Teach prefix 'dis-' (*disappoint, disagree, disobey*)

Revise From Year 2: Apostrophes for contractions

Teach Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (*vein*), 'eigh' (*eight*), 'aigh' (*straight*) or 'ey' (*they*)

Teach Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*) | Revise Statutory words learnt last half term Strategies at the point of writing: Have a go

Revise Homophones Revise Year 2 prefixes and suffixes

Teach Prefixes 'mis-' and 're-'

Teach The /ɪ/ sound spelt 'y'

Teach Proofreading

Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin) | Revise From Year 2: suffixes '-ness' and '-ful' following a consonant

Teach Prefixes 'sub-' and 'tele-'

Practise From Year 2: apostrophe for contraction

Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure')

Revise/Teach Revise suffixes '-ness' and '-ful'

Teach suffixes '-less' and '-ly' | Teach Prefixes 'super-' and 'auto-'

Teach Strategies at the point of writing: homophones

Revise Proofreading

Teach Words with the /k/ sound spelt 'ch' (Greek in origin) | Revise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')

Teach Suffix '-ly' with root words ending in 'le' and 'ic'

Revise From Year 2: Apostrophes for contractions

Teach Rare GPCs (/ɪ/ sound)

Revise From Years 1 and 2: vowel digraphs | Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term

Teach The /ʌ/ sound spelt 'ou'

Teach Homophones (including *heel/heal/he'll, plain/plane, groan/grown* and *rain/rein/ reign*)

Teach Proofreading |
| Spelling and Punctuation No Nonsense spelling (Year 4 Spellings) | Revise Strategies for learning words: words from statutory and personal spelling lists

Teach Words ending /ʒə/ | Revise Strategies for learning words: words from statutory and personal spelling lists

Teach Proofreading | Teach The /g/ sound spelt 'gu'

Teach Words with endings sounding like /tʃə/ spelt '-ture'

Teach | Assess Statutory spellings learnt so far

Teach: Proofreading Teach Prefixes 'anti-' and 'inter-' | Teach Words with the /s/ sound spelt 'sc' (Latin in origin)

Learn Strategies for learning words: words from statutory and personal spelling lists | Teach Suffix '-ous'

Practise Proofreading

Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', |

	Teach Year 2: possessive apostrophe with singular proper nouns Teach: Homophones	Teach Prefixes 'in-', 'il-', 'im-' and 'ir-' Revise Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Possessive apostrophe with plurals Teach Homophones (scene/seen, mail/male, bawl/ball) Learn Strategies for learning words: words from statutory and personal spelling lists	Teach Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Practise Strategies for learning words: words from statutory and personal spelling lists Revise Spellings taught so far	Strategies at the point of writing: Have a go Teach Endings that sound like /ʒən/ spelt 'sion' Revise Apostrophes for possession, including singular and plural Teach Homophones Revise Statutory words learnt during the year	'anti-', 'auto-' Learn Strategies for learning words: words from statutory and personal spelling lists Teach Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Assess Words learnt so far
Handwriting	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.					