**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.

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| **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)  **Key Outcome:**  To write a story using the pattern of the text | **Penguins** (NF)  **Key Outcome:**  To create an information text about a group of animals/people/objects of interest | **Outdoor Wonderland** (NF)  **Key Outcome:**  To write a page for an information book that contains a set of instructions | **Mog’s Christmas Calamity** (F)  **Key Outcome:**  To write the story of a Christmas calamity | **Until I Met Dudley** (NF)  **Key Outcome:**  To write an imaginary (and real) explanation. | **Leon and the Place Between** (F)  **Key Outcome:**  To write a version of Leon’s story from the point the portal is reached | **Marvin and Milo Adventures in Science** (NF)  **Key Outcome:**  To write up an experiment/investigation using cartoons and explanatory texts | **Paint Me a Poem** (P)  **Key Outcome:**  To respond to art through poetry. | **Dragons: Truth, Myth and Legends** (F)  **Key Outcome:**  To create a story, information and a poem about a dragon to include in a class book | **An Anthology of Intriguing Animals** (NF)  **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) | **Firebird** (F)  **Key Outcome:**  To write a story using the quest blueprint | **Poetry Pie** (P)  **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 3: **Outdoor Wonderland** (NF)  **Link**: Science – plants Geog – UK locations  Text 4: **Mog’s Christmas Calamity** (F)  **Link**: R.E. - Christmas | | | | Text 1: **Until I Met Dudley** (NF)  **Link**: Science/technology  Text 2: **Leon and the Place Between** (F)  **Link**: Science – electricity and light  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 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: **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** | Strand 1- Sentences  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 inverted commas to **punctuate** direct speech.  direct speech  inverted commas  (or speech marks) | | Strand 2- Noun Phrases  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*).  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 | | Strand 3: Adverbials  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 | | Strand 4: Verbs  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*). | | Strand 6: Cohesion  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 theme. (To be taught through teaching and learning sequences.) | | Strand 7: Punctuation  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  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/  Teach  Year 2: possessive apostrophe with singular proper nouns  Teach:  Homophones | | Revise  Strategies for learning words: words from statutory and personal spelling lists  Teach  Proofreading  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’) | | Teach  The /g/ sound spelt ‘gu’  Teach  Words with endings sounding like /tʃə/ spelt ‘-ture’  Teach  Possessive apostrophe with plurals  Teach  Homophones (*scene/seen, mail/male, bawl/ball*)  Learn  Strategies for learning words: words from statutory and personal spelling lists | | Assess  Statutory spellings learnt so far  Teach:  Proofreading  Teach  Prefixes ‘anti-’ and ‘inter-’  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 | | Teach  Words with the /s/ sound  spelt ‘sc’ (Latin in origin)  Learn  Strategies for learning words: words from statutory and personal spelling lists  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 | | Teach  Suffix ‘-ous’  Practise  Proofreading  Revise  Prefixes ‘un-’, ‘dis-’, ‘in-’,  ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘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. | | | | | | | | | | | |