**Writing Curriculum Plan Year 3 /4 Year A**

**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 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****Key Outcome:**To write own pages to create a class book about an amazing group | **Jack and the Dream Sack****(Fiction)****Y3****Key Outcome:**To write a voyage-and-return story based on Jack and the Dreamsack | **A Walk in London****(Non-Fiction)****Y3/4****Key Outcome:**To write an information text about a place visited | **A River****(Poetry)****Y3****Key Outcome:**To write about a journey through different landscapes | **13 words****(Fiction)****Y3/4****Key Outcome:**To produce your own story based on 13 random words (Ideally, present as a short picture book) | **Everest****(non-Fiction)****Y3/4****Key Outcome:**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****Key Outcome:**Write own version of two of the double-page spreads in the book: • What are sedimentary rocks? • What are fossils? | **Monster Slayer****(Fiction)****Y4****Key Outcome:**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****Key Outcome:**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****Key Outcome:**To write a chapter based on a series of events | **Fair’s fair****(Fiction)****Y4****Key Outcome:**To write the middle and ending of a story | **Beachcomber** **(Poetry)****Y3/4****Key Outcome:**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, musclesText 2: **Jack and the Dream Sack (Fiction)****Link**: Geography: Locate World’s CountriesText 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/humanText 3: **Science in a flash series: Rocks****Link**: Science: Rocks, fossils and soils – physical GeographyText 4: **Monster Slayer (Fiction)****Link**: Physical Geography/journeys | Text 1: **Fantastically great Women (Non-Fiction)****Link**: Important people in historyText 2: **I Don’t Believe It, Archie! (Fiction)****Link**: Victorians: Unusual happenings/discoveriesText 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 EarthA 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** | Strand 1- Sentences1b. Coordination and subordinationExpressing time, place and cause using **conjunctions** (for example, *when*, *before*, *after*, *while*, *so*, *because*).conjunction clausesubordinate clauseUse of commas after **fronted adverbials** (where these are fronted adverbial clauses).1c. Sentence typesIntroduction to inverted commas to **punctuate** direct speech.direct speech inverted commas (or speech marks) | Strand 2- Noun PhrasesFormation 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 familyUse of the **forms** *a* or *an* according to whether the next **word** begins witha **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 ofmodifying adjectives, nouns and prepositional phrases (for example, the teacher expanded to the strict maths teacher with curly hair).determiner pronounpossessive pronoun prepositionprefix consonant vowelAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.pronounpossessive pronoun | Strand 3: AdverbialsExpressing 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: VerbsUse of the **present perfect** form of **verbs** instead of the simple past (*for* example, *He has gone out to play* contrastedwith *He went out to play*).present perfectStandard English forms for verb inflections, instead of local spoken forms (for example, *we were* insteadof *we was*, or *I did*instead of *I done*). | Strand 6: CohesionAppropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition.(Link with teaching of noun/noun phrases.)pronounpossessive pronounIntroduction to paragraphs as a way to grouprelated 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: PunctuationSentence demarcationContinue encouraging demarcation of sentences accuratelythroughout, using capital letters, full stops, question marks and exclamation marks.CommasUse of commas afterfronted adverbialsContinue teaching of using commas to separate items in a list and extend this to work on lists of adverbials.Apostrophes for contractionConsolidate use of apostrophes for contractionApostrophes for possession. Apostrophes to mark singular and plural possession (for example, the girl’s name, the girls’ names).SpeechUse of inverted commas and other punctuation to indicate direct speech (forexample, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, ‘Sit down!’)direct speech speech marks |
| Grammar and punctuationNo 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 PunctuationNo Nonsense spelling(Year 3 Spellings) | ReviseSuffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’)Revise prefix un-’ Teach prefix ‘dis-’(*disappoint, disagree, disobey*)ReviseFrom Year 2: Apostrophes for contractionsTeachRarer GPCs: words with the /eɪ/ sound spelt ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*)TeachHomophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*) | Revise Statutory words learnt last half termStrategies at the point of writing: Have a goRevise HomophonesRevise Year 2 prefixes and suffixesTeachPrefixes ‘mis-’ and ‘re-’TeachThe /ɪ/ sound spelt ‘y’Teach ProofreadingTeachWords ending with the/g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin) | ReviseFrom Year 2: suffixes‘-ness’ and ‘-ful’ following a consonantTeachPrefixes ‘sub-’ and ‘tele-’PractiseFrom Year 2: apostrophe for contractionTeachWords with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure’)Revise/TeachRevise suffixes ‘-ness’ and ‘-ful’Teach suffixes ‘-less’ and ‘-ly’ | TeachPrefixes ‘super-’ and ‘auto-’TeachStrategies at the point of writing: homophonesRevise ProofreadingTeachWords with the /k/ soundspelt ‘ch’ (Greek in origin) | RevisePreviously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’,‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)TeachSuffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ReviseFrom Year 2: Apostrophes for contractionsTeachRare GPCs (/ɪ/ sound)ReviseFrom Years 1 and 2: vowel digraphs | ReviseStrategies at the point of writing: Have a go Spellings learnt in the last half termTeachThe /ʌ/ sound spelt ‘ou’TeachHomophones (including *heel/heal/he’ll, plain/plane, groan/grown* and *rain/rein/ reign*)Teach Proofreading |
| Spelling and PunctuationNo Nonsense spelling(Year 4 Spellings) | ReviseStrategies for learning words: words from statutory and personal spelling listsTeachWords ending /ʒə/TeachYear 2: possessive apostrophe with singular proper nounsTeach:Homophones | ReviseStrategies for learning words: words from statutory and personal spelling listsTeachProofreadingTeachPrefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ReviseWords with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’TeachAdding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) | TeachThe /g/ sound spelt ‘gu’TeachWords with endings sounding like /tʃə/ spelt ‘-ture’TeachPossessive apostrophe with pluralsTeachHomophones (*scene/seen, mail/male, bawl/ball*)LearnStrategies for learning words: words from statutory and personal spelling lists | AssessStatutory spellings learnt so farTeach:ProofreadingTeachPrefixes ‘anti-’ and ‘inter-’TeachEndings that sound like/ʃən/ spelt ‘-cian’, ‘-sion’,‘-tion’ and ‘-ssion’PractiseStrategies for learning words: words from statutory and personal spelling listsReviseSpellings taught so far | TeachWords with the /s/ soundspelt ‘sc’ (Latin in origin)LearnStrategies for learning words: words from statutory and personal spelling listsStrategies at the point of writing: Have a goTeachEndings that sound like/ʒən/ spelt ‘sion’ReviseApostrophes for possession, including singular and pluralTeachHomophonesReviseStatutory words learnt during the year | TeachSuffix ‘-ous’PractiseProofreadingRevisePrefixes ‘un-’, ‘dis-’, ‘in-’,‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’LearnStrategies for learning words: words from statutory and personal spelling listsTeachSuffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’AssessWords 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. |