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|  **Heron’s Writing Curriculum Plan** **Year 3 and 4** **Year B** |
| **Year A** **Overview** |  |  |  |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Progression of Core Texts** *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.* | **Text:** | **Text:** | **Text:** |
| **Outdoor Wonderland**  | **Lord of the Forest** | **A River** | **Mog’s Christmas Calamity**  | **Until I Met Dudley** | **Jack and the Dreamsack**  | **I am not a label** | **Carry me away** | **Oliver and the Seawigs** | **An Anthology of Intriguing Animals**  | **The Paper bag Prince**  | **Beachcomber****Or****The Works KS2 by Pie Corbett** |
| **Genre** | **Non-fiction****Y3** | **Fiction****Y3** | **Poetry****Y3** | **Fiction****Y3** | **Non-fiction****Y3** | **Fiction****Y3/4** | **Non-fiction****Y3/4** | **Poetry****Y3/4** | **Fiction****Y3/4** | **Non-fiction****Y3/4** | **Fiction****Y3/4** | **Poetry****Y3/4** |
|  | **Key Outcome:** | **Key Outcome:** | **Key Outcome:** |
| **Key Outcome** | Information Writing inc Instructions | Narrative:patterned | Poem /Prose | Narrative: Alternative endings | Information Writing : Explanation | Narrative: Own version | Information Writing: Biography | Poem | Narrative: different viewpoint | Information Writing: Non Chronological to inc instructions | Narrative:Setting focus | Poem and performance |
| **Year 3 Key Outcome** | To create **an information text** about a group of animals/people/objects of interest To inc instructions | To write **a story** using the pattern of the text | To write **about a journey through different landscapes using poetic language** | To write one section of the **story** of a Christmas calamity from the film | To write an imaginary (and real) **explanation** | To write a version of Leon’s **story** from the point the portal is reached | **To write a biographical account about a different inspiring person** | To write a poem about an animal using poetic devices | **To retell from a different character’s point of view** | To write an **information text** about an animals, contributing to a **group or class book** | **To write a story in a setting that changes for the better** | To **perform** and **write poetry about found objects** |
| **Vocabulary linked to core texts**  | leapunlikeinsteadflockhatchintroduce |  | dawn/dusksilhouettetwinklebuildcamouflagenatural | fire/fieryperhapscometbrigadeheroneighbour | alertconvey/oruntilplugnestlebend | Twitchbelieveparadefurious/furyimpatientastonish |  |  |  | confusehunterstrugglewhistlemarinepuzzle |  |  |
| Independent purposeful writing outcomes |  |  |  |  |  |  |
| Possible Grammar | Sentence typesApostrophesMulti clause sentences with coordination and subordinationPrepositional phrasesLayout and organisation | DialogueIdentification of verb and verb choice present pastNoun PhrasesPrepositional Phrases | AdverbialsPrepositional phrasesMulticlause sentences with subordinating conjunctions | Create character and settingAdverbials (Prepositional Phrases)Expressing time, place and cause with adverbs and prepositionsNouns and pronouns for clarity and cohesionFronted adverbials and commasExpanded Noun Phrases – pre modification | Multi clause sentences with subordinating conjunctionsAdverbials and fronted adverbials with commasDifferent ways of presenting informationCohesion | Adverbials ( prepositional phrasesCommas after fronted adverbialsExpressing time and place: conjunctions, adverbs and prepositionsExpanded nouns with pre modification and prepositional phrasesUsing and punctuating direct speechVerbs – present past | Multiclause sentences with subordinating conjunctionsNouns for clarity and cohesionSentence patterningExpanded noun phrases with pre modificationAdverbials including fronted adverbialsPossessive apostrophe | Expanded Noun phrases including prepositional phrases)Simile and Metaphor rhyme and alliteration | Present perfect form instead of simple past tensePrepositional phrases:As part of an expanded noun phrase to add detail after the nounUsed adverbiallyParagraphs | Multi clause sentences with subordinating conjunctionAdverbials ( prepositional phrases) | Expanded noun phrases ( pre modification and post modification using prepositional phrases)Expressing time, place and cause with adverbs and prepositionsPast perfect verb form | Expanded noun phrases including prepositional phrasesCommas in lists revisionPoetic devices : listing, sibilance and alliteration |
|  | **Outdoor Wonderland**  | **Lord of the Forest** | **A River** | **Mog’s Christmas Calamity**  | **Until I Met Dudley** | **Jack and the Dreamsack** | **I am Not a label** | **Carry me away** | **Oliver and the Seawigs** | **An Anthology of Intriguing Animals**  | **The Paper bag Prince**  | **Beachcomber** |
| **Genre** | **Non-fiction****Y3** | **Fiction****Y3** | **Poetry****Y3** | **Fiction****Y3** | **Non-fiction****Y3** | **Fiction****Y3/4** | **Non-fiction****Y3/4** | **Poetry****Y3/4** | **Fiction****Y3/4** | **Non-fiction****Y3/4** | **Fiction****Y3/4** | **Poetry****Y3/4** |
| Year 3 GrammarRecap  | Different sentences types – recap year 2Apostrophes for contraction and possession – recap year 2Commas in a list – recap year 2Multiclause sentences with coordination and subordination ( some adverbs and prepositions)Layout and organisation inc subheadings | Verbs -Present past and progressive tense – recap year 2Expanded Noun Phrases – recap year 2Express place using prepositions – prepositional phrasesMulticlause sentences with coordination and subordination ( some adverbs and prepositions)Subordinate clauses Begin to understand inverted commas to punctuate direct speech | Multiclause sentences with subordinating conjunctionsUsing conjunctions, adverbs and prepositions to express time, place and causeAdverbials (Prepositional Phrases)Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition | Create character and SettingExpressing time and place: Prepositional Phrases and adverbsFronted adverbialsExpanded Noun Phrases with pre modification | Multiclause sentences using a wider range of conjunctionsSubordinate clauses Fronted adverbialsLayout and organisation inc headings and subheadings | Expressing time and place: conjunctions, adverbs and prepositionsnoun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesUsing and punctuating direct speechVerbs past present | Multiclause sentences using a wider range of conjunctionsNouns and expanded nouns with preModificationFronted adverbials and adverbialsApostrophes | Expanded noun Phrases including prepositional phrasesWords and phrases for conveying precises imagery: metaphor, rhyme and alliteration | Present perfect form instead of simple past tenseAdverbialsParagraphsPrepositional phrases | Multiclause sentencesIntroduction of paragraphs as a way to group related materialApostrophes | Expanded noun phrases ( pre modification prepositional phrases)Expressing time, place and cause with adverbs and prepositionsPast perfect verb form | Expanded Noun Phrases including prepositional phrases Commas in lists ( year 2 recap)Poetic devices: listing sibilance and alliteration |
| Greater Depth | To include paragraphs to organise text | Begin to build a sense of character through language choice in dialogue | Pattern the sentences to show the commotion at the end of the journey (or elsewhere in the journey)use commas in sentences mostly accurately | Write the whole story independently showing how Mog’s feelings change through the story. | Create humour through the imaginary explanation. | Create a repeated refrain. | Make language choices which emphasise the challenges overcome, e.g. listing of words, phrases or clauses ,carefully chosen verbs. precise noun choices. | Edit poems considering intended effect on the readers:Choice of words/phrases including metaphor, order of words, placing of words and lines on the page | Create patterns within and between sentences. | Adopt an informal styleHold the reader’s attentionCreate links through noun referencing and pronouns | Clarify chronology with choice of verb forms including the perfect. | Create a point at which the mood or pace or focus or position changes, e.g. the narrator looks to the future, or dreams, or shares an opinion. |
| Year 4 GrammarRecap | Different sentences types – recap year 2Apostrophes for contraction and possession – recap year 2Commas in a list recap year 2Multiclause sentences with coordination and subordination ( some adverbs and prepositions)Subordinate clauses recap year 3Layout and organisation inc subheadings recap year 3paragraphs | Expanded Noun Phrases – recap year 2Verbs and correct tensesPunctuate direct speechPrepositional phrases | Multiclause sentences with subordinating conjunctionsUsing conjunctions, adverbs and prepositions to express time, place and causeAdverbials (Prepositional Phrases)Fronted adverbialsChoosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition | Create character and SettingExpressing time and place: Prepositional Phrases and adverbsFronted adverbials with commasExpanded Noun Phrases with modification | Multiclause sentences using a wider range of conjunctionsFronted adverbials with commasLayout and organisation inc headings and subheadingsUse of paragraphs around a theme | Expressing time and place: Prepositional Phrases and adverbsFronted Adverbials with commasnoun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrasesPunctuate direct speech | Multiclause sentences using a wider range of conjunctionsNouns and expanded nouns with pre and postModificationFronted adverbials with commas and adverbialsApostrophes | Expanded noun Phrases including prepositional phrasesWords and phrases for conveying precises imagery: metaphor, rhyme and alliteration | Verbs – all tensesParagraphs around a themenoun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases | Multiclause sentencesIndicating possession by using the possessive apostrophe with singular and plural nounsParagraphs around a themeChoosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition | sing fronted adverbials indicate grammatical and other features by:using commas after fronted adverbials noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases | Expanded Noun Phrases including prepositional phrases Commas in lists ( year 2 recap)Poetic devices: listing sibilance and alliteration |
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| 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.All pupils will use a handwriting pen by the time they are in Year 4.8mm lined books used to support writing.Handwriting to be implicitly taught at least once a week using handwriting books. |