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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** | 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 |  |  | |  | confuse  hunter  struggle  whistle  marine  puzzle | |  |  | |
| Independent purposeful writing outcomes |  | |  | |  | |  | | |  | | |  | | |
| Possible Grammar | Sentence types  Apostrophes  Multi clause  sentences with coordination and subordination  Prepositional phrases  Layout and organisation | Dialogue  Identification  of  verb and verb  choice  present past  Noun Phrases  Prepositional Phrases | Adverbials  Prepositional phrases  Multiclause sentences with subordinating conjunctions | Create character and setting  Adverbials (Prepositional Phrases)  Expressing time, place and cause with adverbs and prepositions  Nouns and pronouns for clarity and cohesion  Fronted adverbials and commas  Expanded Noun Phrases – pre modification | Multi clause sentences with subordinating conjunctions  Adverbials and fronted adverbials with commas  Different ways of presenting information  Cohesion | Adverbials ( prepositional phrases  Commas after fronted adverbials  Expressing time and place: conjunctions, adverbs and prepositions  Expanded nouns with pre modification and prepositional phrases  Using and punctuating direct speech  Verbs – present past | Multiclause sentences with subordinating conjunctions  Nouns for clarity and cohesion  Sentence patterning  Expanded noun phrases with pre modification  Adverbials including fronted adverbials  Possessive apostrophe | | Expanded Noun phrases including prepositional phrases)  Simile and Metaphor rhyme and alliteration | Present perfect form instead of simple past tense  Prepositional phrases:  As part of an expanded noun phrase to add detail after the noun  Used adverbially  Paragraphs | | Multi clause sentences with subordinating conjunction  Adverbials ( prepositional phrases) | Expanded noun phrases ( pre modification and post modification using prepositional phrases)  Expressing time, place and cause with adverbs and prepositions  Past perfect verb form | | Expanded noun phrases including prepositional phrases  Commas in lists revision  Poetic 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 Grammar  Recap | Different sentences types – recap year 2  Apostrophes for contraction and possession – recap year 2  Commas in a list – recap year 2  Multiclause sentences with coordination and subordination ( some adverbs and prepositions)  Layout and organisation inc subheadings | Verbs -Present past and progressive tense – recap year 2  Expanded Noun Phrases – recap year 2  Express place using prepositions – prepositional phrases  Multiclause sentences with coordination and subordination ( some adverbs and prepositions)  Subordinate clauses  Begin to understand inverted commas to punctuate direct speech | Multiclause sentences with subordinating conjunctions  Using conjunctions, adverbs and prepositions to express time, place and cause  Adverbials (Prepositional Phrases)  Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition | Create character and Setting  Expressing time and place: Prepositional Phrases and adverbs  Fronted adverbials  Expanded Noun Phrases with pre modification | Multiclause sentences using a wider range of conjunctions  Subordinate clauses  Fronted adverbials  Layout and organisation inc headings and subheadings | Expressing time and place: conjunctions, adverbs and prepositions  noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Using and punctuating direct speech  Verbs past present | Multiclause sentences using a wider range of conjunctions  Nouns and expanded nouns with pre  Modification  Fronted adverbials and adverbials  Apostrophes | | Expanded noun Phrases including prepositional phrases  Words and phrases for conveying precises imagery: metaphor, rhyme and alliteration | Present perfect form instead of simple past tense  Adverbials  Paragraphs  Prepositional phrases | | Multiclause sentences  Introduction of paragraphs as a way to group related material  Apostrophes | Expanded noun phrases ( pre modification prepositional phrases)  Expressing time, place and cause with adverbs and prepositions  Past 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 style  Hold the reader’s attention  Create 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 Grammar  Recap | Different sentences types – recap year 2  Apostrophes for contraction and possession – recap year 2  Commas in a list recap year 2  Multiclause sentences with coordination and subordination ( some adverbs and prepositions)  Subordinate clauses recap year 3  Layout and organisation inc subheadings recap year 3  paragraphs | Expanded Noun Phrases – recap year 2  Verbs and correct tenses  Punctuate direct speech  Prepositional phrases | Multiclause sentences with subordinating conjunctions  Using conjunctions, adverbs and prepositions to express time, place and cause  Adverbials (Prepositional Phrases)  Fronted adverbials  Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition | Create character and Setting  Expressing time and place: Prepositional Phrases and adverbs  Fronted adverbials with commas  Expanded Noun Phrases with modification | Multiclause sentences using a wider range of conjunctions  Fronted adverbials with commas  Layout and organisation inc headings and subheadings  Use of paragraphs around a theme | Expressing time and place: Prepositional Phrases and adverbs  Fronted Adverbials with commas  noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases  Punctuate direct speech | Multiclause sentences using a wider range of conjunctions  Nouns and expanded nouns with pre and post  Modification  Fronted adverbials with commas and adverbials  Apostrophes | | Expanded noun Phrases including prepositional phrases  Words and phrases for conveying precises imagery: metaphor, rhyme and alliteration | Verbs – all tenses  Paragraphs around a theme  noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases | | Multiclause sentences  Indicating possession by using the possessive apostrophe with singular and plural nouns  Paragraphs around a theme  Choosing 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 |
|  |  |  |  |  |  |  |  | |  |  | |  |  | |  |
| 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.  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. | | | | | | | | | | | | | | |