**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**  |  | leapunlikeinsteadflockhatchintroduce | dawn/dusksilhouettetwinklebuildcamouflagenatural | fire/fieryperhapscometbrigadeheroneighbour | alertconvey/oruntilplugnestlebend | twitch believeparadefurious/furyimpatientastonish |  |  | monsterfailbattlefatalpowerexist | confusehunterstrugglewhistlemarinepuzzle | treasureelderkingdomsucceedcreatureadvisor | strokecommonforkdoubtwhereasreserve |
| 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/physicalText 3: **Outdoor Wonderland** (NF)**Link**: Science – plants Geog – UK locationsText 4: **Mog’s Christmas Calamity** (F)**Link**: R.E. - Christmas | Text 1: **Until I Met Dudley** (NF)**Link**: Science/technologyText 2: **Leon and the Place Between** (F)**Link**: Science – electricity and lightText 3: **Marvin and Milo Adventures in Science** (NF)**Link**: Science – electricity and lightText 4: **Paint Me a Poem** (P)**Link**: Art – mechanical/light | Text 1: **Dragons: Truth, Myth and Legends** (F)**Link**: History – Roman relationships to beasts/animalsText 2: **An Anthology of Intriguing Animals** (NF)Link: Science – animals and habitats – food/food chainsText 3: **Firebird** (F)**Link**: History – traditional storiesText 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- 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. |