

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (15 steps) Entertain (10 steps)	Entertain (15 steps) Inform (15 steps)	Entertain (15 steps) Persuade (10 steps)	Entertain (15 steps) Entertain (10 steps)	Persuade (15 steps) Inform (9 steps)	Inform (10 steps) Entertain (11 steps) Entertain (5 steps)
Written Outcomes	Range of genres (whole-school unit)* Narrative (journey) Free verse poems	Fable Non-chronological report	Narrative (focus on setting and dialogue) Persuasive speech	Personal Narrative (memoir) Poetry (calligrams & free verse)	Persuasive letters Instructions	Non-chronological report Narrative Poetry (kennings)
NC: Composition (planning, drafting, editing and proof reading)	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures - Organise paragraphs around a theme - In narratives, create settings, character and plot - In non-narrative material, use simple organisational devices (for example headings and subheadings) - Assess the effectiveness of their own and others' writing and suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
NC: Sentence level	Review Y2 learning: Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but) (Y4 new content): Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	(Y3 new content): Introduction to paragraphs as a way to group related material (Y3 new content): Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] (Y3 new content): Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y4 new content): Fronted adverbials [for example, Later that day, I heard the bad news.]	(Y3 new content): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (Revisit Y4 content): Fronted adverbials [for example, Later that day, I heard the bad news.] (Revisit Y4 content): Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)	(Y3 new content): Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now (Revisit Y3 content): Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	(Revisit Y3 content): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	(Y4 new content): 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!"] Review Y2 learning: Use of adjectives to describe a noun; adverbs to describe a verb; use of apostrophe to show missing letters or for singular possession; commas can be used to separate items in a list	(Y4 new content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Revisit Y4 content): 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!"] (Y4 new content): Use of commas after fronted adverbials Review Y2 learning: Commas can be used to separate items in a list; use of apostrophe to show missing letters or for singular possession	(Y3 new content): Introduction to inverted commas to punctuate direct speech (Y3 new content): Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] (Revisit Y4 content): Use of commas after fronted adverbials (Revisit Y4 content): 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!"] Review Y2 learning: Use of apostrophe to show missing letters or for singular possession; adverbs to describe a verb	(Revisit Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Revisit Y4 content): 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!"] (Y4 new content): Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Review Y2 learning: Use of adjectives to describe a noun, use of apostrophe to show missing letters or for singular possession; use of commas to separate items in a list	(Revisit content for Y3): Introduction to inverted commas to punctuate direct speech (Revisit Y3 content): Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] (Y4 new content): 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] (Revisit Y4 content): Use of commas after fronted adverbials (Revisit Y4 content): Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Review Y2 learning: Use of apostrophe to show missing letters or for singular possession	(Revisit Y4 content): Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Revisit Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Revisit Y4 content): 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!"] Review Y2 learning: Use of apostrophe to show missing letters or for singular possession
	Y3 conjunction Y4 inverted commas Review: expanded noun phrase, noun, verb, adverb, adjective, apostrophe	Y3 preposition, conjunction Y4 pronoun, adverbial, fronted adverbial Review: comma, apostrophe	Y3 inverted commas Y4 adverbial, fronted adverbial Review: comma, adverb, apostrophe	Y3 present perfect tense, inverted commas Y4 pronoun, possessive pronoun, apostrophe (for plural possession) Review: expanded noun phrase, noun, verb, adverb, adjective, apostrophe, comma	Y3 present perfect tense Y4 plural possession, adverbial, fronted adverbial, apostrophe (for plural possession) Review: comma, apostrophe	Review terminology from the year

NC: Spelling	Discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons: Formation of nouns using a range of prefixes [for example super-, anti-, auto-] 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] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] The grammatical difference between plural and possessive –s Y4 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] Y4 Spelling terminology: word family, prefix, consonant, consonant letter, vowel, vowel letter
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Writing Purpose Language Choices and Genre Features

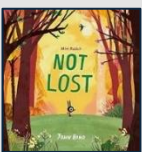
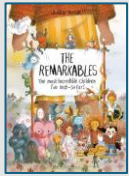
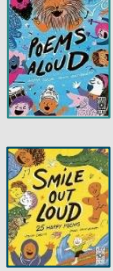
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show the reader how a character speaks and tell them more about them (show not tell) (Y4) - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y4) Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y4)		Dialogue can introduce a character and tell the reader more about them (Y3/4) - Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts (Y3/4) - Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) (Y3/4) Paragraphs break up the writing into manageable chunks for the reader to read and follow (Y3/4)	Onomatopoeia describes sounds and brings these to life for the reader to use all the senses to feel the setting being described, the action or how a character is feeling (Y4)		Zoom in (more detail) & spend longer on the most important moment in the writing to ensure that the reader is fully involved in this section (Y3/4) Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image (Y4) Metaphor creates a vivid picture in the reader's mind (Y4)
Writing to Inform Language Choices 		Diagrams show the reader more details about the important parts of what they are finding out about (Y2) - Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) - When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) - Might include quotes from people to provide more information and add interest for the reader (Y3/4)				
Writing to Persuade Language Choices 			- Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3/4) - Use facts to support opinions to make the reader take the writing more seriously (Y3/4) - Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3/4) - Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3/4) - Use of power of three to make something more memorable for the reader (Y4) - Use of anecdotes to support and provide evidence for the point being made, based on lived experiences (Y4)			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Features	<u>Narrative:</u> Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger <u>Poetry:</u> Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	<u>Fable:</u> Contains a moral lesson about life or how to behave Sometimes uses an animal character Set in the natural or real world Not too detailed, usually simple plot A foolish character that learns or has consequences for their behaviour <u>Non-Chronological Report:</u> Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	<u>Narrative:</u> As well as plot and character, stories take place somewhere and this is called a setting. <u>Speech:</u> Will use first-, second- and third-person narrative, to address the audience directly and refer to yourself (the speaker) May switch between the past, present and future tense	<u>Narrative:</u> See Autumn 1 & Spring 1 objectives <u>Poetry:</u> Specific structures of poems can include calligrams, where a word or piece of text within the poem resembles the visual image related to the meaning of the words themselves	<u>Letter:</u> Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter <u>Instructions:</u> Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions In order to tell the reader to do something, writers often use command sentences	<u>Non-Chronological Report:</u> See Autumn 2 objectives <u>Narrative:</u> See Autumn 1 & Spring 1 objectives <u>Poetry:</u> Specific structures of poems can include kennings in which two words are combined to describe something

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2) Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own (Y2)	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening Prepositions and prepositional phrases tell the reader where things are and where and when things happen	The present perfect tense can be used to indicate the something started in the past but is still relevant now Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on	The present perfect tense can be used to indicate the something started in the past but is still relevant now Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Instead of repeating a name or proper noun too often (which can bore or frustrate the reader), writers can swap these for a different noun [e.g. the lady/ the boy, etc] or pronoun (e.g. she, he, they, it) to refer back to this person or thing
	Fronted adverbials Y4 provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place					
	Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases Y4 before or after the noun – this allows the reader to visualise based on greater detail in the description					
Word level including punctuation	Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along					
	Ensure correct use of full stop (avoid comma splice)	Use a comma after a fronted adverbial Y4 – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader				

	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)	Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking		Standard English forms for verb inflections Y4 to show the difference between speech/ dialect and written English	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking
				Use an apostrophe for plural possession Y4 – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)		

YEAR 3 & 4												
Autumn				Spring				Summer				
												
Narrative	Poetry: Free Verse	Fables	Non-Chronological Report	Narrative (Setting and dialogue)	Persuasive Speeches	Personal Narrative (memoir)	Poetry: Calligrams	Persuasive Letters	Instructions	Non-Chronological Report	Narrative	Poetry: Take One Poet
												
• Mini-Rabbit Not Lost by John Bond • The Koala who Could by Rachel Bright & Jim Field • The Squirrels that Squabbled by Rachel Bright & Jim Field • The Lion Inside by Rachel Bright & Jim Field • The Remarkables: The Most Incredible Children I've Met So Far! by Clotilde Perrin				• Alice's Adventures in Wonderland by Lewis Carroll (version by Jeanne Willis & Ross Collins) • Stella and the Seagull by Georgina Stevens & Izzy Burton • Jabari Jumps by Gaia Cornwall • Ralph Tells a Story by Abby Hanlon* • The Proudest Blue by Ibtihaj Muhammad & S.K. Ali • Love that Dog by Sharon Creech				• Speak Up! by Nathan Bryon & Dapo Adeola • Look Up! by Nathan Bryon & Dapo Adeola • Clean Up! by Nathan Bryon & Dapo Adeola • Moomin Mail by Amanda Li & Filippa Widlund • A Year full of celebrations and festivals by Claire Grace & Christopher Corr • The Iron Man by Ted Hughes • Poems Aloud by Joseph Coelho • Smile Out Loud by Joseph Coelho				
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)				

*If Ralph Tells a Story is unavailable, this plan can be used with just Jabari Jumps & The Proudest Blue