

Writing at Upottery – Year 3/4 Cycle A

Writing composition – Range of texts.

Children should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

	Autumn1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core texts	Beyond the Stars “Snow Globe” – fiction	Penguins or An Anthology of Intriguing Animals – non-fiction	Ask Dr Fisher About...	“Shape Poetry”	Mimi and the Mountain Dragon – fiction	The Great Fire of London – non-fiction	Rocks – non-fiction	Instruction writing	The Big Book of Blooms – non-fiction	Meerkat Mail	13 Words – fiction	The Magic Box – poetry
Independent purposeful writing outcomes.	Write a story of a magical object/artefact	To create an information text about a group of animals/people/objects of interest	To write a letter to an agony aunt/uncle and a reply	Write a shape poem	To write own story about a monster who could be responsible for natural disasters	To write a chronological sequence of reports on an historic event	Write your own version of two of the pages in the book:  What are Sedimentary Rocks?  What are Fossils?	To write a set of instructions	To write an information text about a plant or group of plants, comprised of short sections with subheadings	To write own book based on a voyage and return blueprint	Write a picture book based on 13 random words	Write a poem about what is in their magic box
Grammar and Punctuation	Expanded noun phrases Multi-clause sentences and Single clause sentences: exploring choices Using and punctuating direct speech	Multi-clause sentences with subordinating conjunctions Expressing time, place and cause with conjunctions Grouping material in paragraphs/sections Heading and sub-headings Apostrophes for singular/plural possession	Multi-clause sentences with subordinating conjunctions Formal/informal language Wordplay for humour	Vocabulary and wordplay for effect	Paragraphs: group ideas around a theme/related material. Also explore length. Using and punctuating direct speech Prepositions and prepositional phrases (used adverbially and as part of expanded noun phrases)	Adverbs and adverbial phrases Fronted adverbials Multi-clause sentences with subordinating conjunctions	Nouns and expanded noun phrases for precision and clarity Nouns and pronouns for clarity and cohesion Adverbials (where) including fronted adverbials Prepositional phrases (adverbial)	Verbs, imperative Sentences with more than one clause	Heading and sub-headings Nouns and expanded noun phrases for precision and clarity (pre-modification) Prepositional phrases used adverbially Simile	Revision of subordination and coordination and punctuation Possessive apostrophe	Vocabulary Expanded noun phrases Adverbials Prepositional phrases (adverbial and part of noun phrase) Using and punctuating direct speech	Vocabulary and wordplay construction

					Multi-clause sentences with a range of conjunctions (use of 'but')		Paragraphs around a theme					
Spelling	Spelling Shed Stage 3 Steps 1 - 6	Spelling Shed Stage 3 Steps 7 - 12	Spelling Shed Stage 3 Steps 13 - 18	Spelling Shed Stage 3 Steps 19 – 24	Spelling Shed Stage 3 Steps 25 - 30	Spelling Shed Stage 3 Steps 31 - 36						
Handwriting	Pupils should be taught to: <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>- 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</li> </ul>											

Writing at Upottery – Year 3/4 Cycle B

Writing composition – Range of texts.

Children should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

	Autumn1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core texts	Three Little Pigs – fiction	Grow your own Lettuce – non-fiction	A Question of History – non-fiction	Mog’s Christmas Calamity (film) – fiction	A River – poetry	Lord of the Forest – fiction	Carry Me Away Animal Poems – poetry	Everest – non-fiction	Escape from Pompeii – fiction	The Dictionary of Difficult Words – non-fiction	I don’t believe it, Archie! – fiction	Poetry Pie – poetry
Independent purposeful writing outcomes.	Write a traditional tale	Write a set of instructions	Write a question and answer information text	Write a story based on a short film	Write about a journey through landscapes	Write a story recognising and replicating patterns with speech	Write a poem about an animal	Write a factual piece about a well-known place	Re-write the original story from one character’s point of view	Children design, write and produce their own page(s) of a dictionary in the style of the model text.	Write a nonsense story	Write and perform poetry
Grammar and Punctuation	Capital letters for names Precise verb choices Past simple tense and present simple tense Expanded noun phrases Onomatopoeic words	Verbs, imperative Sentences with more than one clause	Simple organisational devices and different ways of presenting information Headings and subheadings Multi-clause sentences with subordinating conjunctions Adverbs and adverbials including fronted adverbials Nouns and pronouns for clarity and cohesion	Using and punctuating direct speech Multi-clause sentences with subordinating conjunctions Create character	Adverbials (prepositional phrases) Multi clause sentences with subordinating conjunctions	Dialogue Identification of verbs and verb choice Noun phrases and prepositional phrases	Expanded noun phrases (including prepositional phrases) Vocabulary Words and phrases for conveying precise imagery including metaphor, rhyme and alliteration Words and phrases for information linked to nonfiction	Expanded noun phrases Prepositional phrases (as part of noun phrase) Present perfect verb form Nouns and pronouns for clarity and cohesion	Adverbials (prepositional phrases) and fronted adverbials Commas after fronted adverbials Identification of verbs and verb choice Possessive apostrophe (singular) Create character	Vocabulary Multi-clause sentences with subordinating conjunctions (when/if) Nouns and pronouns for clarity and cohesion Commas after fronted adverbials Presentation and layout	Multi-clause sentences with a range of conjunctions Adverbials (when) Perfect verb form Using and punctuating direct speech (opportunity to revise)	There is no grammar in this sequence.

Spelling	Spelling Shed Stage 4 Steps 1 - 6	Spelling Shed Stage 4 Steps 7 – 12	Spelling Shed Stage 4 Steps 13 - 18	Spelling Shed Stage 4 Steps 19 - 24	Spelling Shed Stage 4 Steps 25 – 30	Spelling Shed Stage 4 Steps 30 -36
Handwriting	Pupils should be taught to: <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>- 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</li> </ul>					