

## National Curriculum Objectives (Skills Coverage)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Purpose</b>	Explore & Engage (2 weeks) Entertain (2 weeks) Persuade (2 weeks)	Inform (3 weeks) Entertain (3 weeks) Poetry (1 week)	Inform (3 weeks) Persuade (2 weeks)	Entertain (3 weeks) Poetry (2 weeks)	Persuade (3 weeks) Inform (2 weeks)	Entertain (3 weeks) Poetry (1 week) Explore & Engage (2 weeks)
<b>Written Outcomes</b>	Range of genres (E & E) Narrative (retelling) Persuasive Speech Poem	Explanation Narrative Poem	Newspaper article Travel leaflet	Narrative Poetry	Persuasive letters Non-chronological report	Poem Short story Range of genres (E & E)
<b>NC: Composition</b>  (planning, drafting, editing and proof reading)	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures</li> <li>Organise paragraphs around a theme</li> <li>In narratives, create settings, character and plot</li> <li>In non-narrative material, use simple organisational devices (for example headings and subheadings)</li> <li>Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> <li>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</li> </ul>					
<b>NC: Sentence</b>	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)	Fronted adverbials [for example, Later that day, I heard the bad news.]  Revisit Y3: 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]	Fronted adverbials [for example, Later that day, I heard the bad news.]  Y3: Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	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)  Revisit Y3: 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]	Fronted adverbials [for example, Later that day, I heard the bad news.]  Y3: Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now	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)  Revisit Y3: 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]

## National Curriculum Objectives (Skills Coverage)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level Inc Punctuation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  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!"]  Use of commas after fronted adverbials	Use of commas after fronted adverbials  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]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  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!"]	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]  Use of commas after fronted adverbials	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  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!"]
NC: Grammar Terminology	Pronoun Review: Expanded noun phrase, noun, verb, adjective	Pronoun, adverbial, fronted adverbial Review: Comma	Fronted adverbial Review: : Present perfect tense, comma,	Pronoun, possessive pronoun Review: Expanded noun phrase	Plural possession, adverbial, fronted adverbial Review: Comma, present perfect tense, apostrophe	Review terminology from the year
NC: Spelling	Discrete spelling lessons. <b>See 'Essential Spellings'</b> . Application in writing lessons. W1 The grammatical difference between plural and possessive –s W2 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]					
NC: Handwriting	Discrete handwriting lessons. <b>See 'Handwriting Progression Toolkit'</b> . 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)					

## National Curriculum Objectives Explained (Writing Purpose &amp; Genre)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices	<ul style="list-style-type: none"><li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell) (Y3)</b></li><li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>)</li><li>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes</li><li><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</li></ul>			<ul style="list-style-type: none"><li><b>Onomatopoeia</b> describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling</li><li><b>Personification</b> brings objects to life so that the reader can connect something to what they know or linger on a particular image that might be unusual</li><li>Use of <b>metaphor</b> creates a vivid picture in the reader's mind</li></ul>		
Writing to Inform Language Choices	<ul style="list-style-type: none"><li><b>Diagrams</b> show the reader more details about the important parts of what they are finding out about (Y2)</li><li>Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</li><li>When we provide information to our reader, this information is usually in the <b>simple present tense or simple past tense (Y2)</b></li><li><b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic</li><li><b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find</li><li>Might include <b>quotes</b> from people to provide more information and add interest for the reader</li></ul>					
Writing to Persuade Language Choices	<ul style="list-style-type: none"><li>Often use 'you' (<b>second-person narrative</b>) to put the reader on the spot and make them think (Y3)</li><li>Use <b>facts to support opinions</b> to make the reader take the writing more seriously (Y3)</li><li>Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject (Y3)</li><li>Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind (Y3)</li></ul>			<ul style="list-style-type: none"><li>Use of <b>power of three</b> to make something more memorable for the reader and make them think about it for longer</li></ul>	<ul style="list-style-type: none"><li>Include <b>anecdotes</b> to support and provide evidence for the point you are trying to make</li></ul>	
Genre Features	<p><b>Narrative:</b> Build upon use of <b>story shapes</b> (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the <b>plot</b> structure</p> <p><b>Story openings:</b> usually open with either: action, dialogue or description of setting or character</p> <p><b>Story endings:</b> can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p><b>Explanation:</b> Contains <b>diagrams/illustrations</b> with labels</p> <p>May have <b>technical vocabulary</b> specific to the topic being explained</p> <p>Usually in <b>present tense</b> to clarify for the reader how something works at the time of writing</p>	<p><b>Newspaper report:</b></p> <p>Include a <b>headline</b> that summarises the main point of the article</p> <p>Written in <b>third person narrative</b> and in the <b>past tense</b></p> <p>Includes <b>quotes</b> (direct speech) or <b>indirect</b></p>	<p><b>Narrative:</b> See Autumn objectives</p> <p><b>Poetry:</b> Specific structures of poems can include <b>haikus</b>, short poems of three lines with 5 syllables in the first</p>	<p><b>Letter:</b> <b>Sender's address</b> in top-right corner &amp; <b>Date</b> under the sender's address</p> <p><b>Recipient's address</b> on left-hand side</p> <p>Start with '<b>Dear...</b>' or 'To whom it may concern...'</p> <p><b>Sign off</b> with 'Yours sincerely...' or 'Yours faithfully...' (depending on</p>	<p><b>Poetry:</b> Specific structures of poems can include <b>exploring surprising and/or unusual word combinations</b> to experiment with expressive and figurative language</p>

<p><b>Speech:</b> Will use <b>first, second and third person narrative</b>, to address the audience directly and also refer to yourself (the speaker)</p> <p>May switch between the <b>past, present and future tense</b></p>	<p><b>Stages of a process</b> are clearly broken down into steps to make this understandable for the reader to follow</p> <p><b>Narrative:</b> Build upon use of <b>story shapes</b> (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the <b>plot</b> structure</p> <p><b>Story openings:</b> usually open with either: action, dialogue or description of setting or character</p> <p><b>Story endings:</b> can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p><b>speech</b> to provide people's experiences or opinions on the subject. Includes the <b>5 Ws</b> – who, what, where, when, and why to provide the reader with</p> <p><b>Travel leaflet:</b> Details usually include <b>sub-topics</b> specific to place, such as location, places of interest, weather, landmarks.</p> <p>Use of <b>photos or illustrations</b> to show the reader clearly what the place looks like, rather than needing to visualise it.</p>	<p>line, 7 syllables in the second and 5 syllables in the final line.</p>	<p>whether you know their name) if more formal letter</p> <p><b>NCR: Captions and labels</b> to add information to illustrations</p> <p><b>Index</b> to guide reader to know how to find something specific they might be looking for</p> <p><b>Glossary</b> to provide definitions in a quick and easy guide for the reader</p> <p><b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p><b>Narrative:</b> See Autumn objectives</p>
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### National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence	<p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p><b>Fronted adverbials</b> 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</p> <p>Extending the <b>range of sentences</b> with more than one clause, joined by a <b>range of conjunctions</b> (because, when, if, although) to</p>	<p><b>Fronted adverbials</b> 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</p> <p>Use of the <b>present perfect</b> form of verbs can be used to indicate the something</p>	<p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the <b>range of</b></p>	<p><b>Fronted adverbials</b> 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</p> <p>Use of the <b>present perfect</b> form of verbs can be used to indicate the something started</p>	<p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the <b>range of</b></p>

		vary rhythm and interest for the reader	started in the past but is still relevant now	<b>sentences</b> with more than one clause, joined by a <b>range of conjunctions</b> (because, when, if, although) to vary rhythm and interest for the reader	in the past but is still relevant now	<b>sentences</b> with more than one clause, joined by a <b>range of conjunctions</b> (because, when, if, although) to vary rhythm and interest for the reader
<b>Word level</b> <b>Inc</b> <b>punctuation</b>	<p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of <b>pronouns</b> in place of a noun to avoid repetition and boring the reader</p>	<p>Use of <b>pronouns</b> in place of a noun to avoid repetition and boring the reader</p> <p><b>Punctuating speech</b> – 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</p> <p>Use a <b>comma after a fronted adverbial</b> – 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</p>	<p>Use a <b>comma after a fronted adverbial</b> – 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</p> <p><b>Standard English forms for verb inflections</b> to show the difference between speech/ dialect and written English (e.g. They were... instead of They was....)</p>	<p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of <b>pronouns</b> in place of a noun to avoid repetition and boring the reader</p> <p><b>Punctuating speech</b> – 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</p>	<p>Use an <b>apostrophe for plural possession</b> – 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)</p> <p>Use a <b>comma after a fronted adverbial</b> – 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</p>	<p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of <b>pronouns</b> in place of a noun to avoid repetition and boring the reader</p> <p><b>Punctuating speech</b> – 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</p>

## ESSENTIALWRITING Plans and Books

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Essential Writing Units</b>	Y4_Aut1_E&E_Mixedgenre_Tuesday Y4_Aut1_Entertain_Narrative_Arthur and The Golden Rope Y4_Aut1_Persuade_Speech_The King Who Banned The Dark	Y4_Aut2_Inform_Explanation_Until I Met Dudley Y4_Aut2_Entertain_Starbird Y4_Aut2_Entertain_Poetry_A Small Dragon				
<b>Title/Author</b>	Tuesday by David Weisner Arthur and the Golden Rope by Joe Todd Stanton The King Who Banned the Dark by Emily Haworth-Booth	When I Met Dudley by Roger McGough and Chris Riddell The Secret Knowledge of Grown-Ups by David Wisniewski Rosie Revere Engineer/ Izzy Gizmo by Andrea Beaty Starbird by Sharon King-Chai Zeraffa Giraffa by Dianne Hofmeyr and Jane Ray				

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