

Structure of Learning

Explore

- Familiarisation with text/subject matter
- Story mapping and capturing ideas
- Vocabulary, language and sentence structure
- Consider how a text is suited to its audience.
- Shorter Writing tasks which explore texts/subject such as letters, diaries, posters, glossaries: focus is on text understanding not features of genre.

Immitate

- Writing tasks which closely relate to texts studied and/or prepare children for a final piece of work.
- Learn and practise key skills and knowledge (eg grammar, sentence level work)
- Organising content and developing planning skills

Innovate

- Creative writing tasks where children change/adapt material or create something original.
- Focus writing towards a particular audience.
- Consolidate and extend key skills and knowledge
- Creating and annotating plans
- Extended and developed writing tasks.

Year 3 Overview*

Narrative 6-8 Weeks			
Myths and Fairy tales <ul style="list-style-type: none"> - Read a range of myths and fairy tales, exploring the structure and language used. - Study alternative versions of myths and fairy tales and discuss what/how the author has changed the story (plot, characters, setting, viewpoint). - Write own versions of myths and fairy tales (retold and innovated) 	Short Stories <ul style="list-style-type: none"> - Look at the structure of a shorter story using a story mountain format. - Consider how the author moves the action on from build up to crisis to resolution. - Write own short story on a similar format. 	Using Dialogue <ul style="list-style-type: none"> - Understand how dialogue is used in stories. - Record dialogue effectively. - Incorporate dialogue into story retells and/or innovations. 	Investigating Character <ul style="list-style-type: none"> - Study a story with a strong character, considering how the author describes and develops the character through the story and their impact on the plot. - Innovate stories and/or parts of stories involving this character.
Poetry and Drama 1-2 Weeks		Explain 2-3 Weeks	
Rhythm and Rhyme <ul style="list-style-type: none"> - Identify the rhyme in a range of poems and discuss its effectiveness. - Perform and write poems with a simple given structure 	Poems around a theme <ul style="list-style-type: none"> - Look at a selection of poems relating to a specific theme. - Compare and contrast how the theme is presented across the selection of poems. - Perform and write a poem on a similar theme. 	Explaining a Process <ul style="list-style-type: none"> - Look at the way different processes (for example machinery or a lifecycle are presented and consider the technical and specific language used. - Consider how diagrams are used. - Create writing to demonstrate a process such as flow diagrams and explanation texts. 	
Inform 2-3 Weeks		Persuade 2-3 Weeks	
Instructions <ul style="list-style-type: none"> - Write detailed instructions using subordinating sentences. - Include an introduction and conclusion 	Recounts and Newspaper Reports <ul style="list-style-type: none"> - Recount real or imagined events in detail. - Write a simple newspaper report which relates key facts (five ws) 	Advertising <ul style="list-style-type: none"> - Analyse a selection of leaflets and posters advertising places or events, considering how the author persuades their audience to attend. - Create own persuasive leaflets related to an event or visit. 	

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Key Learning - Writing Composition

National Curriculum Objectives	Small Steps	National Curriculum Objectives	Small Steps
Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<ul style="list-style-type: none"> - Map known stories using boxing up and basic story mountain formats. - Comment on vocabulary choice and why it is effective. - Recognise where a known grammatical device has been used. 	Draft and write by, in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<ul style="list-style-type: none"> - Write an appropriate headline for a newspaper report. - Write headings and bullet points in instructions and leaflets - Label diagrams clearly.
Plan their writing by discussing and recording ideas	<ul style="list-style-type: none"> - Record planning using story maps, boxing up and story mountains. - Plan pictorially (drawings/photos) but support with written key points. - Begin to develop written planning. - Add adverbials, subordinating clauses and key vocabulary. - Use word bank to check topic specific spellings. 	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	<ul style="list-style-type: none"> - Add or redraft a sentence to improve their writing. - Add time conjunctions where these have not been used. - Begin to redraft short sections of writing. - Make changes to their vocabulary choices to make these more effective.
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<ul style="list-style-type: none"> - Write sentences with: <ul style="list-style-type: none"> o Co-ordination o Subordination using simple conjunctions (when, as, if, because, before, after, while) o Adverbials o Prepositional phrases o Vocabulary from texts read 	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	<ul style="list-style-type: none"> - Recognise present and past tense in their writing and make changes where these aren't consistent. - Recognise where an incorrect pronoun has been used.
Draft and write by, in narratives, creating settings, characters and plot	<ul style="list-style-type: none"> - Describe characters using a range of sentence types and descriptive and adverbial phrases. - Use conjunctions related to time to move the plot forward. - Use prepositions to enhance descriptions. - Use adverbs to describe action more effectively. - Begin to use speech as part of narratives. 	Proof-read for spelling and punctuation errors	<ul style="list-style-type: none"> - Underline words they are not sure about as they write and use topic specific word banks, dictionaries & spelling journals to edit the spelling of these words. - Edit speech by adding in speech marks or the missing speech verb/adverb. - Add missing commas to mark lists and after a fronted adverbial. - Add missing apostrophes for contractions and possession.
Draft and write by organising paragraphs around a theme	<ul style="list-style-type: none"> - Start a new paragraph for each section of their plan 	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	

Key Learning Grammar, Punctuation and Spelling

Grammar and Punctuation		Spelling	
Word	<ul style="list-style-type: none"> - 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 - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	Prefixes and Suffixes	Consolidate prefixes taught in Year 2
			Add suffixes to root words ending in a consonant where the final syllable is stressed (double consonant rule).
			Add ly to root words ending in le and ic.
			Add the following prefixes to root words: dis, un, mis, re, sub, tele, super, auto
Sentence	<ul style="list-style-type: none"> - Expressing time, place and cause using: <ul style="list-style-type: none"> o Subordinating conjunctions [when, if, before, after, while, so, because] before and after the main clause. o Adverbs [for example soon, therefore, quickly, slowly] before and/or after a main clause. o Prepositions [for example, before, after, during, in, because of] 	Rare GPCs for the /ai/ sound	Words with the grapheme ei as in rein.
			Words with the grapheme aigh as in straight.
			Words with the grapheme eigh as in neighbour.
		Rare GPCs for the /i/ sound.	Words with the grapheme ey as in they.
Text	<ul style="list-style-type: none"> - Know that several sentences can be grouped together to make a paragraph. - Use headings and sub-headings to aid presentation - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	Rare GPCs for the /c/ sound.	Words with the grapheme ch as in chaos.
		Word endings	Words ending in que as in cheque.
			Words ending in gue as in league.
		Words with the /sh/ sound	Words with the grapheme ch as in machine
	Words with the grapheme ss followed by ion and ure such as tension and pressure.		
Punctuation	<ul style="list-style-type: none"> - Consolidate use of capital letters, full stops, exclamation marks, question marks and commas to demarcate lists. - Consolidate use of apostrophes for singular possession and contractions - Use inverted commas to demarcate speech. 	Words with the /u/ sound	Words with the /u/ sound spelt ou as in trouble.
		Homophones	brake/break; grate/great; eight/ate; weight/wait; son/sun; heel/heal/he'll; plain/plane; groan/grown; rein/reign/rain
		Statutory Words	Words from the Year 3 and 4 Spelling list

Key Vocabulary

- | | | |
|---------------|----------------------|----------------------------------|
| - Preposition | - clause | - consonant |
| - conjunction | - subordinate clause | - vowel |
| - word family | - direct speech | - inverted commas (speech marks) |
| - prefix | | |

Year 4 Unit* overview

Narrative Units 6-8 Weeks each			
Story Beginnings <ul style="list-style-type: none"> - Investigate how authors set the scene through effective character and setting description. - Use these skills to write own beginning for a known or invented story. 	Stories around a theme <ul style="list-style-type: none"> - Consider how a specific theme is developed within and/or across a range of stories - Plan and write own story on a given theme. 	Developing Dialogue <ul style="list-style-type: none"> - Investigate how dialogue is used effectively in stories to move action forward. - Consider how overuse of dialogue can make a narrative ineffective. - Record dialogue precisely using adverbials. - Write all/part of a known or invented story using dialogue to enhance the action. 	Writing in the First Person <ul style="list-style-type: none"> - Study a story written in the first person, considering how the author conveys the main characters thoughts and feelings as well as moving the action forward. - Write a narrative in the first person which incorporates thoughts, feelings and actions.
Poetry and Drama 2-3 Weeks each			Explain 2-3 Weeks each
Interesting Forms <ul style="list-style-type: none"> - Look at poems with different forms and layouts including acrostic and shape poems. - Write own poems with interesting shapes and layouts, either based on poems studies or from own ideas. 	Figurative Language <ul style="list-style-type: none"> - Look at a selection of poems where the poet successfully creates images using figurative language. - Look at some of the more common techniques (metaphor; simile; onomatopoeia; hyperbole). - Perform and poems with figurative language. 	Play scripts <ul style="list-style-type: none"> - Analyse language used in play scripts. - Explore using play scripts to tell a story. - Write a short play script based on a familiar story. 	Scientific Investigation <ul style="list-style-type: none"> - Understand the main parts required when writing up a scientific investigation.
Persuade 2-3 Weeks each	Inform 2-3 Weeks each		
Persuasive letter <ul style="list-style-type: none"> - Draft and write a persuasive letter for a real purpose eg to comment on an emotive issue. 	Biography <ul style="list-style-type: none"> - Understand that a biography tells the story of a person's life. - Recognise that only the most important or interesting parts will be included in a biography. - Write a short biography about a person being studied. 	Non Chronological Report <ul style="list-style-type: none"> - Look at a selection of non-chronological reports. - Understand that they are grouped into sections according to subjects and that each section moves from general to specific. - Explore technical/subject specific vocabulary - Write non-chronological reports. 	

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Writing

National Curriculum Objectives	Small Steps	National Curriculum Objectives	Small Steps
Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<ul style="list-style-type: none"> - Analyse the structure of more complex storylines using, for example, story mountains with multiple peaks. - Record effective vocabulary/phrases for use in own work, explaining why they are effective. 	Draft and write by organising paragraphs around a theme	<ul style="list-style-type: none"> - Know that a new paragraph needs to begin because the subject/topic has changed.
Plan their writing by discussing and recording ideas	<ul style="list-style-type: none"> - Decide the number of sections needed when planning their story. - Explore further methods of story planning (eg. s plan, u-plan). - Begin to make decisions about structure of own storyline. - Plan primarily using written key points. - Add a wider range of information including fronted adverbials and adverbial phrases. - Independently find/record key spellings. 	Draft and write by, in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<ul style="list-style-type: none"> - Choose appropriate headings and subheadings - Group material according to subject matter and within sections consider: <ul style="list-style-type: none"> o Moving from general to specific o Use of punchy first sentence
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<ul style="list-style-type: none"> - Write sentences with: <ul style="list-style-type: none"> o Fronted adverbials o Modifying adjectives with prepositional phrases o Conjunctions, prepositions and adverbs to express time and cause o Use a wider range of conjunctions (eg while, as, until, whenever, once, unless, although) - Use a combination of simple, coordinating and subordinating sentences in their writing. - Practise writing sentences which draw on the structure/language patterns of those read. 	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	<ul style="list-style-type: none"> - Add or redraft paragraphs/short sections. - Create a second draft of a short writing task. - Add fronted adverbials where these have not been used. - Make changes to their vocabulary choices to make these more effective.
		Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	<ul style="list-style-type: none"> - Correct inconsistent use of tense. - Recognise and mark where a new paragraph should begin. - Correct where excessive use of noun or pronoun causes repetition.
Draft and write by, in narratives, creating settings, characters and plot	<ul style="list-style-type: none"> - Embed setting and character description in story beginnings. - Include details of personality and motivation. - Use a range of fronted adverbials appropriate to the point in the action. - Use pronouns and nouns to avoid repetition. - Combine modifying nouns and prepositions to enhance descriptions. - Embed speech within narratives. - Extend use of figurative language devices: metaphor, simile, onomatopoeia and hyperbole. 	Proof-read for spelling and punctuation errors	<ul style="list-style-type: none"> - Underline words they are unsure of spelling and independently use word banks, dictionaries and spelling journals to edit. - Use knowledge of sentence structure to add in full stops, commas to mark subordination, exclamation and question mark. - Ensure all speech is correctly recorded.
		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	

Key Learning Grammar, Punctuation and Spelling

Grammar and Punctuation		Spelling	
Word	<ul style="list-style-type: none"> - The grammatical difference between plural and possessive –s - 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] 	Prefixes and Suffixes	Consolidate prefixes taught in Year 3
			Add suffixes ing, er, en and ed to polysyllabic root words.
			Add suffix ous to root words.
			Add ly to root words ending in y, le and ic.
Sentence	<ul style="list-style-type: none"> - 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.] 	Rare GPCs for the /ai/ sound	Words with the grapheme ei as in rein.
			Words with the grapheme eigh as in neighbour.
			Words with the grapheme ey as in they.
		Rare GPCs for the /s/ sound.	Words with the grapheme sc as in science
Text	<ul style="list-style-type: none"> - Use of paragraphs to organise ideas around a theme - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	Rare GPCs for the /c/ sound.	Words with the grapheme ch as in chaos.
		Word endings	Words ending ture and sure.
			Words ending tion, sion, ssion, cian.
		Words with the /sh/ sound	Words with the grapheme ch as in machine
Punctuation	<ul style="list-style-type: none"> - 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 	Words with the /u/ sound	Words with the /u/ sound spelt ou as in trouble.
		Homophones	Peace/piece; main/mane; fair/fare; mail/male; seen/scene; bawl/ball
		Words with the /g/ sound	Words with the /g/ sound spelt gu as in guitar.
		Statutory Words	Words from the Year 3 and 4 Spelling list

Key Vocabulary			
Consolidate			New Vocabulary
- Preposition	- clause	- consonant	- determiner
- conjunction	- subordinate clause	- vowel	- adverbial
- word family	- direct speech	- inverted commas (speech marks)	- pronoun
- prefix			- possessive pronoun
			- fronted adverbial

Writing to entertain (LKS2)

Text Types

- ♦ Stories
- ♦ Descriptions
- ♦ Poetry
- ♦ Characters/settings

Text Features

- ♦ Detailed description
- ♦ Use paragraphs to organize in time sequence

Other Style Ideas

- ♦ Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,
Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
- Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

Adverbials

Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...

Conjunctions

if when because while
as until whenever once

Punctuation Content

- ♦ Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
Mum asked, "Will you be home for tea?"
- ♦ Secure use of **apostrophes** for possession, including for plural nouns.
- ♦ Use **commas** after fronted adverbials and subordinate clauses
- ♦ May begin to use **dashes** for emphasis



Writing to inform (LKS2)

Text Types

- ♦ Explanation
- ♦ Recount
- ♦ Letter
- ♦ Biography
- ♦ Newspaper article

Text Features

- ♦ Paragraphs used to group related ideas
- ♦ Subheadings to label content

Other Style Ideas

- ♦ May be built around a key image
- ♦ Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- ♦ Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
- ♦ Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
- ♦ Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
- ♦ Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- ♦ Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

Adverbials

First Firstly Before After Later
Soon Also In addition However

Conjunctions

when before after while
because if

Punctuation Content

- ♦ Consolidate four main punctuation marks (., ! ?)
- ♦ Use **capital letters** for proper nouns
- ♦ Use **commas** to mark fronted adverbials
After lunch, we went into the museum
- ♦ Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
- ♦ Use **inverted commas** for direct speech
- ♦ Use **bullet points** to list items



Writing to persuade (LKS2)

Text Types

- ♦ Advertising
- ♦ Letter
- ♦ Speech
- ♦ Poster

Text Features

- ♦ Use of 2nd person
- ♦ Planned repetition
- ♦ Facts & Statistics
- ♦ Adjectives for positive description

Other Style Ideas

- ♦ Link to oracy, esp. for speeches
- ♦ Use of colour and images, esp. for advertising

Grammar and Sentences

- ♦ Use **imperative** verbs to convey urgency,
Buy it today! Listen very carefully...
- ♦ Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
- ♦ Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
- ♦ Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Adverbials

Firstly Also In addition
However On the other hand
Therefore In conclusion



Conjunctions

if because unless so
and but even if when

Punctuation Content

- ♦ Ensure use of **capital letters** for proper nouns
- ♦ Use **? !** for rhetorical / exclamatory sentences
- ♦ Use **commas** to mark relative clauses
- ♦ Use **commas** to make fronted adverbials and subordinate clauses
After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!

