

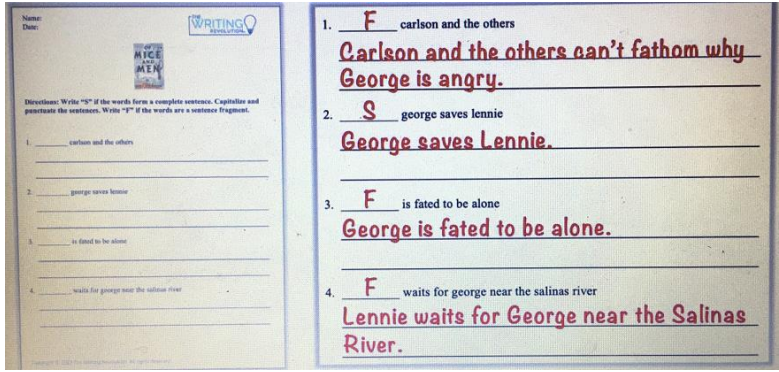
<b>Writing Transcription</b>	<b>Writing Composition</b>
<ul style="list-style-type: none"> <li>• Spelling (see English Appendix 1)</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• draft and write by:</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing 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>Handwriting</b>	<b>Vocabulary, Punctuation and Grammar</b>
<p>Pupils should be taught to:</p> <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 unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• indicate grammatical and other features by:</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>
<b>Spoken Language</b>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>	



- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Appendix 1: Spelling** See separate document.

**Appendix 2: Vocabulary, Punctuation and Grammar**

Word 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]  
 Sentence 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.]  
 Text 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 Punctuation 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 Terminology for pupils' determiner pronoun, possessive pronoun adverbial

Week/Focus	Day	Learning Intention
<p><b>Week 1</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> <p>I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, although)</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> <p>I can describe settings in detail, e.g. referring to the senses</p> <p>I can use a range of sentences in my writing most of the time (predominantly compound and complex sentences as well as using short sentences for specific effect, e.g. building tension)</p> <p>I can often punctuate direct speech</p> <p>Recap apostrophes for contraction.</p>	<p><b>Hold a sentence</b> (for each day of week)</p> <p>1</p> <p>2</p>	<p><b>Occasionally,</b> I will <u>mention</u> the <u>popular library</u> so that the children <u>remember</u> to read.</p> <p>To know how to orally rehearse writing <b>Oral Rehearsal:</b> Share relevant section of the story, teacher to provide brief story map showing relevant section of story. Use story map/visual prompts to learn and orally retell relevant section of story. Discuss writer techniques.</p> <p>To know how to orally rehearse writing <b>Oral Rehearsal:</b> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL. Discuss writer techniques.</p> <p>TWR strategy: Following the re-writing of the orally rehearsed text, the teacher will model and the children will practise converting fragments to sentences (based on the orally rehearsed text/the slow writing lesson that will follow). Discuss what a sentence is/what is needed to make a sentence (subject-verb/subject-verb-object).</p> <p>A <b>fragment</b> is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p> <p><b>Ideas:</b></p>  <p>1. <u>F</u> carlson and the others <b>Carlson and the others can't fathom why George is angry.</b></p> <p>2. <u>S</u> george saves lennie <b>George saves Lennie.</b></p> <p>3. <u>F</u> is fated to be alone <b>George is fated to be alone.</b></p> <p>4. <u>F</u> waits for george near the salinas river <b>Lennie waits for George near the Salinas River.</b></p>

		<p>1. alia's house  <u>Alia's house was filled with books from the library.</u></p> <p>2. were more valuable than gold  <u>The books in the library were more valuable than gold.</u></p> <p>3. saved more than 30,000 books from destruction  <u>Alia and her friends saved more than 30,000 books from destruction.</u></p>
3		<p><b>To know how to write effective sentences for a narrative using a range of determiners to explain the noun</b> (slow writing a cohesive paragraph- paragraph 1)  <u>Title: Teacher to form title that relates to that part of the story-</u>  Oral rehearsal of and writing sentences that uses a range of determiners for a noun</p> <p><i>***Recap using prepositions in different places within a sentence/ adverbials of time and place to form prepositional phrases/ commas to separate items in a list</i></p>
4		<p><b>To know how to write effective sentences for a narrative with correctly punctuated direct speech</b> (slow writing a cohesive paragraph- paragraph 2)  <u>Title: Teacher to provide title that relates to part of the story-</u> Oral rehearsal of and writing sentences that uses correctly punctuated direct speech</p> <p><i>***Recap use of apostrophes for contraction as well as other punctuation from previous year groups (. , ! ? " ")</i></p> <p><i>***This lesson may also include role play to gather speech.</i></p> <div data-bbox="638 1384 1220 1668">  <p><b>Thought Tracking</b>  With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: <i>What are they thinking at this point of the story? What would they be thinking after this event?</i> and so on. An interactive way to do this is to have a child freeze frame a character's reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas.</p> <p>You could also try <b>Passing Thoughts</b> where children pass by a character and speak their thoughts about the character.</p> </div> <div data-bbox="638 1691 1200 1848">  <p><b>Back-to-back mobile phone</b>  In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p> </div>
Spelling and Handwriting		

Week 2																																																			
<b>Week 2</b>	<b>Hold a sentence</b> (for each day of week)	<b>Although the stone may seem like an <u>ordinary possession</u>, it is perhaps the most <u>peculiar</u> and <u>special</u> thing on earth.</b>																																																	
<p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>            I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> <p>I can describe settings in detail, e.g. referring to the senses</p> <p>I can use a range of sentences in my writing most of the time (predominantly compound and complex sentences as well as using short sentences for specific effect, e.g. building tension)</p> <p>I can often punctuate direct speech</p> <p>Past perfect</p> <p>Apostrophes for singular and plural possession.</p>	1	<p><b>To know how to write effective sentences for a narrative using the simple past and past perfect tenses</b></p> <p><u>Title: Teacher to form title that relates to that part of the story- Oral rehearsal of and writing sentences that use the simple past and past perfect tenses.</u></p> <p><u>The past perfect tense says that an action was completed at a time before another action happened in the past.</u></p> <p><b>**recap subordinating conjunctions</b></p> <p>e.g. They <b>had checked</b> the weather before they <b>went</b> to the park</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">             past perfect           </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">             simple past           </div> </div> <p>e.g.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #e0e0e0;">Subject</th> <th style="background-color: #e0e0e0;">Verb</th> <th colspan="2"></th> </tr> </thead> <tbody> <tr><td>I</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>You</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>He</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>Tom</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>The boy</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>She</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>Anna</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>The girl</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>We</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>You</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> <tr><td>They</td><td>had not talked</td><td colspan="2">to my brother.</td></tr> </tbody> </table>		Subject	Verb			I	had not talked	to my brother.		You	had not talked	to my brother.		He	had not talked	to my brother.		Tom	had not talked	to my brother.		The boy	had not talked	to my brother.		She	had not talked	to my brother.		Anna	had not talked	to my brother.		The girl	had not talked	to my brother.		We	had not talked	to my brother.		You	had not talked	to my brother.		They	had not talked	to my brother.	
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	2	<p><b>To know how to write effective sentences for a narrative using apostrophes for singular and plural possession</b> (slow writing a cohesive paragraph- paragraph 4)</p> <p><u>Title: Teacher to form title that relates to that part of the story-</u>  Oral rehearsal of and writing sentences that use apostrophes for singular and plural possession.</p> <p>***Recap correct use of subordinating conjunction 'because' and coordinating conjunctions 'but' and 'so'</p>
	3	<p>To know how to write for a specific purpose (collation write):  <u>Teacher to provide title for story-</u> Write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p>
	4	<p>To know how to apply my writing skills</p> <p><u>Independent Write:</u> Children will write another narrative (e.g. from a different point of view) applying the skills that they have practised during this writing unit <i>(10mins to plan, then complete independent write)</i></p>
	Spelling and Handwriting	

<p><b>Week 3</b></p> <p><b>Focus:</b> Fiction (narrative)</p> <p><u>Assessment focus targets:</u>          I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> <p>I can continue to accurately use punctuation from previous year groups (. , ! ? ""')</p> <p>I can often punctuate direct speech</p> <p>I can use a range of sentences in my writing most of the time (predominantly compound and complex sentences as well as using short sentences for specific effect, e.g. building tension)</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p><b>Sam's</b> artwork will be <u>complete</u> when the <u>various</u> pieces of <u>material</u> arrive. <b>He</b> has <u>thought</u> carefully about <b>his</b> work.</p>
	1	To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)
	2	<b>Responsive lesson-</b> children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.
	3	To know how to plan my writing  <u>Planning:</u> Children will plan another set of instructions (using a different stimulus) applying the skills that they have practised during this writing unit
	4	To know how to orally rehearse my writing  <u>Oral Rehearsal:</u> Children will orally rehearse key parts for their story, focusing on practising specific writing techniques/sentence structures. E.g., children will practise a sentence that they will write that uses a subordinate clause to open a sentence, saying/signing the necessary punctuation.
	Spelling and Handwriting	

Week 4		
<p><b>Week 4</b></p> <p><b>Focus:</b> Fiction (narrative)/ Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Assessment focus targets:</u>            I can accurately use and punctuate fronted adverbials to show time, place and cause</p> <p>I can use subordinate conjunctions to open or extend sentences (when, as, while, before, after, since, if, because, although)</p> <p>I can use prepositions to open or extend sentences</p> <p>I can use adverbs to show time and place</p> <p>Pronouns and possessive pronouns</p> <p>I can continue to accurately use punctuation from previous year groups (. , ! ? " ")</p> <p>I can often punctuate direct speech</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p><b>Above the <u>famous shopping centre</u></b>, there is a <u>special statue</u> of a <u>woman</u>.</p>
	1	<p>To know how to apply my writing skills</p> <p><b>Second Independent Write:</b> Children will write another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit</p>
	2	<p>To know how to read my writing aloud using appropriate intonation and controlling the tone and volume.</p>
	3	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p>***Subheadings</p> <p>Oral rehearsal of and writing sentences that use coordinating conjunctions:</p> <ul style="list-style-type: none"> <li>- one sentence will use the coordinating conjunction 'and'</li> <li>- one sentence will use the coordinating conjunction 'but'</li> <li>- one sentence will use the coordinating conjunction 'yet'</li> </ul> <p>***Recap identifying the subject, verb and object in each of the main clauses of the compound sentences.</p> <p>***Identify a pronoun to replace a noun as the repeated subject in the second main clause.</p> <p>***Identify a pronoun to replace a noun as the repeated object in the second main clause.</p>
	4	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p>***Subheadings</p> <p>Oral rehearsal of and writing sentences that use subordinating conjunctions to open and extend sentences. Focus on the use of the conjunctions '<b>because</b>', '<b>when</b>', '<b>after</b>' and '<b>before</b>'.</p>





**Directions: Expand the kernel sentences.**

Esperanza's family decides to move.

When? .....

Where? .....

Why? .....

Expanded Sentence:

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Focus on *when* and *why* to expand sentences.

Spelling  
and  
Handwriting



<p><b><u>Week 5 and 6</u></b></p> <p><b>Focus:</b> Non-fiction writing linked to wider curriculum topic/assessment task</p>	<p><b>Hold a sentence</b> (for each day of week)</p>	<p><b>As</b> the young children <i>couldn't</i> <u>remember</u> the <u>reign</u> of the queen, they learnt about this in their <u>history</u> lesson.</p> <p>She had a strong desire to <u>continue</u> to <u>build</u> her <u>knowledge</u> surrounding the <u>early eighth century</u> in <u>history</u>. Therefore, she went <u>straight</u> to the <u>library</u>.</p>
	<p>1</p>	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***Subheadings</p> <p>***Focus on the correct use of pronouns and possessive pronouns.</p> <p>***Recap the correct use of 'was' and 'were'</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	<p>2</p>	<p><b>Non-fiction writing linked to wider curriculum topic/assessment task</b></p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***Subheadings</p> <p>***Focus on the correct use of pronouns and possessive pronouns.</p> <p>***Recap the correct use of 'was' and 'were'</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p>

		<p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
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	Spelling and Handwriting	