

	Writing Long Term Overview			Year 3 / 4	Cycle 3/4 combined	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text:	The Firework-Maker's Daughter by Phillip Pullman	Last by Nicola Davies	Escape from Pompeii By Christina Balit	Cloud Tea Monkeys By Juan Wijngaard	Anne Frank By Josephine Poole	Floodland by Marcus Sedgwick
Poetry:	Performance Poetry		Questions and Answer Poems		Kennings and Quatrains	
Extended pieces of writing:	Diary Playscripts	Persuasion Newspaper Report	Setting Description Letter	Character Description Instructions	Obituary Diary	Informal letter Discussion
Final assessed piece:	Instructions	Non- Chronological Report	Adventure Narrative	Non-Chronological Report	Newspaper Report	Narrative
Continuous Skills: Y3 <ul style="list-style-type: none"> Start to use a varied and rich vocabulary and an increasing range of sentence structures. Re-read writing to check for meaning and tense form. Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements. Proof-read for spelling and punctuation errors. Consistent use of a variety of sentences with different structures and functions. Statements, questions, exclamations and commands to create an appropriate effect. Full stops and capital letters (including for proper nouns) Commas to separate items in lists Begin to use dictionaries (the first 2 or 3 letters of a word) Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader. Demonstrate some awareness of purpose through selection of relevant content. Group related ideas in paragraphs Most common exception words are spelt accurately. Write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list. Some accurate use of suffixes and prefixes from the year 3 / 4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-). Use further prefixes and suffixes and understand how to add them Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular and irregular plurals Use some of the diagonal and horizontal strokes needed to join letters understands which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting 				Continuous Skills: Y4 <ul style="list-style-type: none"> Plan using features of the given form. Plan, draft and orally rehearse writing, including selecting vocabulary and phrases, to engage and interest the reader. Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures. Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation. Make appropriate additions, revisions and corrections when proof-reading. Use paragraphs to organise information and ideas around theme. Use paragraphs to organise and sequence more extended narrative structures. Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency. Write from memory sentences dictated by the teacher, that include words and punctuation included in the Y3/4 word list Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4). Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 / 4 are mostly accurate. Mostly accurate spelling of words from the year 3 / 4 wordlist Uses dictionaries efficiently Punctuation at Y3 standard is used correctly: Full stops and capital letters (including for proper nouns), exclamation marks, question marks commas to separate items in lists, apostrophes for contracted forms (e.g. don't). 		

<p>Specific skills:</p>	<p>(Revision): To understand the terminology 'noun', 'adjective', 'adverb', 'verb', 'preposition' and 'conjunction'.</p> <p>Sequence ideas or events maintaining writing form e.g. bullet points for instructions, headings for an information text.</p> <p>Adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore).</p> <p>Prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him).</p> <p>Expanded noun phrases to add description and detail.</p> <p>Revision): To understand the terminology 'noun', 'adjective', 'adverb', 'verb', 'preposition' and 'conjunction'.</p> <p>Use simple organisational devices, including headings and sub-headings to aid presentation</p> <p>To consolidate the correct use of punctuation, including: full stops, capital letters, exclamation marks and question marks.</p> <p>To express time, place and cause using conjunctions.</p> <p>Nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail).</p>	<p>Use past and present tense appropriately and consistently throughout writing.</p> <p>Sequence ideas or events and use adverbs and prepositions.</p> <p>Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect).</p> <p>Fronted adverbials to vary sentence structure (later that day, I heard the bad news).</p> <p>Commas after fronted adverbials.</p>	<p>Some use of inverted commas to punctuate direct speech.</p> <p>a/an used accurately e.g. a rock, an open book</p> <p>Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)</p> <p>Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker).</p> <p>To identify and use 'subordinate clauses'.</p> <p>Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some)</p>	<p>Mostly accurate use of apostrophes for contracted forms e.g. don't.</p> <p>Some accurate use of apostrophes for possession with singular nouns e.g. the dog's tail, John's hat.</p> <p>Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat).</p> <p>Some accurate use of possessive apostrophes for plural nouns (e.g. girls', boys', babies').</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum).</p>	<p>Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)</p> <p>Adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore).</p> <p>Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly).</p> <p>To identify and use 'subordinate clauses'.</p>	<p>Consolidation of all skills taught across the year.</p> <p>Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming; He has gone out to play contrasted with He went out to play.</p> <p>Create setting, characters and plot in narrative writing including: • a full sequence of events, dilemma/ conflict and resolution • consistent use of 1st or 3rd person • some dialogue to show relationship between two characters</p>
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