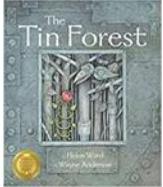
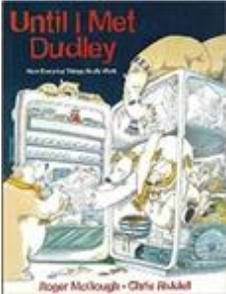
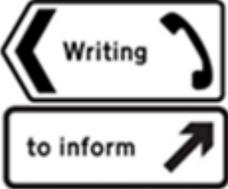
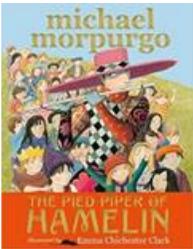
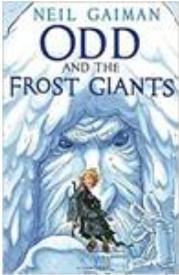


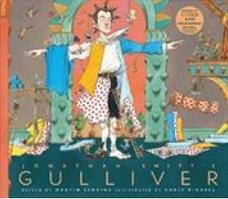
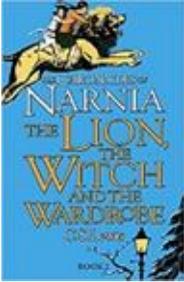
YEAR 3&4 WRITING OVERVIEW – CYCLE B

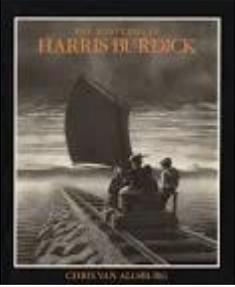
	FOCUS POET BENJAMIN ZEPHANIAH	EXAMPLE POEMS BY BENJAMIN ZEPHANIAH	RECOMMENDED POEMS TO READ & SHARE	POETIC STYLE TO STUDY	POEMS TO PERFORM
POETRY – 2 WEEKS TERMLY		AUTUMN The British Poem	AUTUMN YEAR 3 <i>Jack Frost</i> by C E Pike	AUTUMN YEAR 3 KENNINGS <i>Who Am I?</i> by Roger Stevens <i>Where Do I Play?</i> By Roger Stevens	AUTUMN <i>Football Mad</i> by Benjamin Zephaniah
		SPRING People Need People	AUTUMN YEAR 4 <i>Snow and Snow</i> by Ted Hughes	AUTUMN YEAR 4 KENNINGS <i>The Lost Words – Kingfisher</i> by Robert Macfarlane	
		SUMMER We Refugees	SPRING YEAR 3 <i>Heard it in the playground</i> by Allan Ahlberg	SPRING YEAR 3 NONSENSE POETRY <i>On the Ning Nang Nong</i> by Spike Milligan	SPRING <i>The Trouble with my Brother</i> by Brian Patten
			SPRING YEAR 4 <i>City Jungle</i> by Pie Corbett	SPRING YEAR 4 NONSENSE POETRY <i>The Land of the Bumbly Boo</i> by Spike Milligan	
			SUMMER YEAR 3 <i>The Magic Box</i> by Kit Wright	SUMMER YEAR 3 HAIKU <i>Haiku Riddle</i> by Celia Warre TANKA <i>With a Sigh</i> by Kelly Roper	SUMMER <i>Gran can You Rap?</i> by Jack Ousby
			SUMMER YEAR 4 <i>Refugees</i> by Brian Bilston	SUMMER YEAR 4 HAIKU <i>Seaview Haiku</i> by John Foster TANKA <i>Silver Aeroplane</i> by John Foster	
		AUTUMN FURTHER SPAG	YEAR 3		YEAR 4
<ul style="list-style-type: none"> Demarcate sentences with capital letters Demarcate sentences with full stops exclamation marks question marks commas to separate items in a list 			<ul style="list-style-type: none"> Use tense choices appropriately and accurately Capital letters Full stops Commas to separate items in a list Commas to separate a fronted adverbial Use apostrophes for singular possession Use apostrophes where letters are missing 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AUTUMN 1</p>	<p>THE FIRST DRAWING by Mordical Gerstein</p> 	<p>MAIN WRITING OUTCOME: MAIN WRITING OUTCOME: own historical narratives</p> 	<p>OTHER WRITING OUTCOMES: character descriptions, diaries, recounts</p>  	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions Paragraphs as a way to group related material 	<p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials Appropriate choice of noun or pronoun to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech Use of commas after fronted adverbials
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AUTUMN 2</p>	<p>THE TIN FOREST by Helen Ward</p>  <p>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</p>	<p>MAIN WRITING OUTCOME: persuasive information leaflets</p> 	<p>OTHER WRITING OUTCOMES: persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions.</p>   	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions Paragraphs as a way to group related material 	<p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases Appropriate choice of pronoun and noun to aid cohesion and avoid repetition

AUTUMN 3	<p>UNTIL I MET DUDLEY by Roger McGough and Chris Riddell</p> 	<p>MAIN WRITING OUTCOME: two explanation texts – formal and informal</p> 	<p>OTHER WRITING OUTCOMES: letters, short explanatory paragraphs</p> 	<p>YEAR 3</p> <ul style="list-style-type: none"> • Formation of nouns using a variety of prefixes • Word families based on common words • Expressing time, place and cause using conjunctions • Headings and subheading to aid presentation 	<p>YEAR 4</p> <ul style="list-style-type: none"> • Grammatical difference between plural and possessive • Expanded noun phrases • Fronted adverbials • Paragraphs to organise ideas around a theme • Appropriate choice of pronoun and noun to aid cohesion and avoid repetition • Apostrophe to mark plural possession • Use of commas after fronted adverbials
SPRING EXTRA SPAG	<p>YEAR 3 As per the Autumn plus the following:</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme • Inverted commas to punctuate direct speech • Use apostrophes for singular possession • Use apostrophes to mark where letters are missing • Use the correct selection of homophones • Use the correct form of a or an 		<p>YEAR 4 As per the Autumn plus the following:</p> <ul style="list-style-type: none"> • Expanded noun phrases to describe and specify • Tense choices • Sentences accurately demarcated • Speech punctuation accurately demarcated • Prepositional phrases 		
SPRING 1	<p>THE PIED PIPER OF HAMELIN by Michael Morpurgo</p> 	<p>MAIN WRITING OUTCOME: own version myths/legends</p> 	<p>OTHER WRITING OUTCOMES: writing in role, information reports, adverts, formal letters</p> 	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> • Use the forms an or a • Expressing time, place and cause using conjunctions • Paragraphs as a way to group related material • Headings and subheading to aid presentation 	<p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> • Fronted adverbials • Paragraphs to organise ideas around a theme • Use of commas after fronted adverbials

SPRING 2	<p>ODD AND THE FROST GIANTS by Neil Gaiman</p>  <p>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</p>	<p>MAIN WRITING OUTCOME: retellings – alternative perspectives</p> 	<p>OTHER WRITING OUTCOMES: narrative recounts, character and setting descriptions, letters, short explanations</p>  	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions 	<p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials Appropriate choice of pronoun and noun to aid cohesion and avoid repetition 	
SPRING 3	<p>THE SELFISH GIANT by Oscar Wilde</p> 	<p>MAIN WRITING OUTCOME: own version narratives about kindness</p> 	<p>OTHER WRITING OUTCOMES: letters, first person recounts, diaries, letters, posters, reports</p>   	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions Inverted commas to punctuate direct speech 	<p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials Paragraphs to organise ideas around a theme Appropriate choice of noun or pronoun to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech Use of commas after fronted adverbials 	
SUMMER EXTRA SPAG	<p>YEAR 3 As per the Spring term plus the following:</p> <ul style="list-style-type: none"> Use the present perfect form of verbs instead of the simple past e.g. he has gone out to play ...contrasted with ...he went out to play Begin to improve writing by evaluating and editing Using a range of conjunctions e.g. when, before, after, while, so, because Using adverbs e.g. Then, next, soon, therefore Using prepositions e.g. before, after, during, in, because of 			<p>YEAR 4 As per the Spring term plus the following:</p> <ul style="list-style-type: none"> Fronted adverbials A wider range of conjunctions Pronouns and nouns to aid cohesion and avoid repetition <p>Detail developed for settings, characters and plot</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUMMER 1</p>	<p>JONATHAN SWIFT'S GULLIVER by Martin Jenkins</p> 	<p>MAIN WRITING OUTCOME: narrative based on own imagined land</p> 	<p>OTHER WRITING OUTCOMES: Character description, informative posters, persuasive leaflets, log book entries (recount)</p>  	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions 	<p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Standard English Fronted adverbials Paragraphs to organise ideas around a theme Use of commas after fronted adverbials
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUMMER 2</p>	<p>THE LION THE WITCH AND THE WARDROBE by C S Lewis</p>  <p>ASSESSED PIECE FOR CELEBRATED WRITING BOOK</p>	<p>MAIN WRITING OUTCOME: own version narratives (set in other worlds)</p> 	<p>OTHER WRITING OUTCOMES: poems, eyewitness reports, imaginary conversations, writing in role</p> 	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions 	<p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials Use of inverted commas and other punctuation to indicate direct speech

SUMMER 3	<p>THE MYSTERIES OF HARRIS BURDICK by Chris Van Allsberg</p> 	<p>MAIN WRITING OUTCOME: own version mystery narrative</p> 	<p>OTHER WRITING OUTCOMES: diary entries, dialogue, setting descriptions, captions and titles</p>  	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions Paragraphs as a way to group related material Use of the present perfect form Inverted commas to indicate direct speech 	<p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials Appropriate choice of pronoun or noun to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech 	
	SPEAKING & LISTENING OPPORTUNITIES ACROSS THE CURRICULUM	<p>LISTENING SKILLS</p>	<p>YEAR 3 To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>		<p>YEAR 4 To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	
		<p>FOLLOWING INSTRUCTIONS</p>	<p>YEAR 3 To follow instructions in a range of unfamiliar situations.</p>		<p>YEAR 4 To follow complex directions/multi-step instructions without the need for repetition.</p>	
		<p>ASKING & ANSWERING QUESTIONS</p>	<p>YEAR 3</p> <ul style="list-style-type: none"> To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning. 		<p>YEAR 4</p> <ul style="list-style-type: none"> To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning. 	
		<p>DRAMA, PERFORMANCE & CONFIDENCE</p>	<p>YEAR 3</p> <ul style="list-style-type: none"> To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. 		<p>YEAR 4</p> <ul style="list-style-type: none"> To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations. 	

	VOCABULARY BUILDING & STANDARD ENGLISH	YEAR 3 <ul style="list-style-type: none"> To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience. 	YEAR 4 <ul style="list-style-type: none"> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
	SPEAKING FOR A RANGE OF PURPOSES	YEAR 3 <ul style="list-style-type: none"> To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. 	YEAR 4 <ul style="list-style-type: none"> To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.
	PARTICIPATING IN DISCUSSIONS	YEAR 3 <ul style="list-style-type: none"> To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions. 	YEAR 4 <ul style="list-style-type: none"> To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.