

Overview of Y3 Writing Curriculum 2024-25

Autumn Term 2023

Rationale

Autumn 1

Throughout this half term the children will be relating their writing to their Geography unit of study ‘What’s significant about Europe?’. The first piece of writing the children will create is a persuasive advert based on a country in Europe. As this is the start of the unit children will all be studying the same country so they can learn clear and relevant facts that they can use in their future Geography lessons that half term. Following this the children then move on to studying a poem in detail, learning the poem and then performing the poem. Again, we decided to link this with their unit of study Geography and children will learn and perform a poem by Brian Patten. Next the children will write a non-chronological report based on Europe. We decided to put this piece of writing later in the half term so the children can build up their knowledge of Europe from their Geography lessons and use this when writing the report. Lastly the children will complete a diary entry based on the book The Journey by Francesca Sanna. The children will have been studying this book through the entire half term so should have built up their knowledge of the story.

Autumn 2

During this half term the children will be linking their writing to their History unit of study ‘How did life change from the Stone Age to the Iron Age?’ To start this half term the children will write a set of interesting instruction about how to wash a woolly mammoth this based on their History unit Stone Age and the children will relate it to the book ‘How to Wash a Woolly Mammoth’ by Michelle Robinson. Following on from this the children will write an exciting leaflet to persuade people to visit Skara Brae. Again this is linking to their History unit and children will look at leaflets and facts about Skara Brae that they can use for their own writing. Throughout this half term, the children will be reading, listening to and studying the book The Wild Way Home by Sophie Kirtley. Children will draw on their knowledge from the book and from their History lessons to complete a characterisation about the Stone Age Boy from the story.

Weeks	Key Stimuli	Key Purpose	Forms	Spelling	Grammar & Punctuation	Handwriting
Autumn 1						
1	All about me / holiday events	To inform	To be decided by class teacher	The /ow/ sound spelled ‘ou.’ Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. (1)	Revision of basic sentence punctuation including capital letters for Proper nouns Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show contraction	Pre-module assessment (1)

					Co-ordinating conjunctions	
2 & 3	Geography unit-Europe	To persuade To inform To entertain	Persuasive advert	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words (2) Spelling Rule: The /i/ sound spelled with a 'y.' (3)	Revision of basic sentence punctuation including capital letters for Proper nouns Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show contraction Co-ordinating conjunctions	Lessons 1 & 2 (2) Lessons 3 & 4 (3)
<p>Progression of Genre:</p> <ul style="list-style-type: none"> Headings, subheadings or paragraphs to organise ideas into logical sections Exaggerated language to describe the product benefits. Alliteration Paragraphs: intro, main body (reasons supported by evidence); conclusion. Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks. <p>Suggested Text Layout:</p> <ul style="list-style-type: none"> Introduction An opening paragraph that sums up the viewpoint being presented. Main body Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis). 						
4	Geography Lesson- Brian Patten	To entertain To perform	Poetry by heart	Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' (4)		Lessons 5 & 6 (4)
<p>Progression of Genre:</p> <p>Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets:</p> <ul style="list-style-type: none"> Drama/ adding soundscapes to a poem Identifying more complex poetic devices e.g. use of alliteration. Identifying use of syllables specific to genre e.g. Haiku or Tanka Identifying/labelling lines, verses, stanzas 						

<ul style="list-style-type: none"> • Creating more complex success criteria linked to genre or focus poem. • Labelling rhyme schemes. • Identifying vowel rhymes (assonance). • Responding to more complex questions e.g. tell me more about... What led you to think that? Tell me what you thought about? What came into your head when you read? Have you ever come across anything like this before? Can you extend that idea for us? 						
5 & 6	Geography unit-Europe	To inform To report	Non-chronological report	Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch (5) Challenge words (6)	Revision of basic sentence punctuation including capital letters for Proper nouns Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show contraction Co-ordinating conjunctions	Lessons 7 & 8 (5) Lessons 9 & 10 (6)
<p>Progression of Genre:</p> <ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A paragraph to explain the topic including any special features • Main body - A paragraph written under each of the sub headings. • Conclusion - A paragraph about peoples' opinions of the subject and why. 						

7 & 8	The Journey by Francesca Sanna	To inform	Diary	Words with the prefix 're-' 're-' means 'again' or 'back.' (1)		INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (7) Lessons 11 & 12 (1)
<p>Progression of Genre:</p> <ul style="list-style-type: none"> • 1st person • Use of 'you' when talking to the diary • Mainly past tense • Adjectives • More complex time fronted adverbials e.g. After lunch, • Personal, chatty style • Emotive language • Facts and opinions • Include date at the beginning and 'dear diary' • Rhetorical questions e.g. don't they understand? • Paragraphs • Chatty tone: Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way/After all • Exaggerations (hyperbole) <p>Suggested text layout:</p> <ul style="list-style-type: none"> • Introduction • Why are you writing? • What are you going to tell them about? • Thoughts and feelings • Main body • Different paragraphs in time order. • Conclusion • What did you think about the event? • A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. 						

Autumn 2						
1 & 2	How to wash a woolly mammoth by Michelle Robinson	To instruct	Instructions- How to wash a woolly mammoth	<p>The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. (1)</p> <p>The prefix 'mis-' This is another prefix with negative meanings (2)</p>	<p>Revision of basic sentence punctuation. Use of expanded noun phrases.</p> <p>Determiners – a or an</p> <p>Adverbs of time, place, frequency and cause</p> <p>Powerful verbs</p> <p>Apostrophes to show possession</p> <p>Subordinate Clause</p> <p>Preposition</p>	<p>Lessons 13 & 14 (1)</p> <p>Lessons 15 & 16 (2)</p>
<p>Progression of Genre:</p> <p>Higher order conjunctions e.g. unless, until, so that etc.</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... Headings and subheadings to guide the reader. Written in paragraphs. May include labelled illustrations or diagrams to support specifics in the text. <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. Main body Sentences to describe each step with specific information and detail beneath subheading. Conclusion <p>A concluding paragraph to say what the end product will be like and what it can be used for.</p>						
3	Assessment Week			Assessment of spellings taught so far		Lessons 17 & 18 (3)

4 & 5	Leaflets and information booklets about Skara Brae	To persuade To inform To entertain	Leaflet	<p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. (3)</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. (4)</p>	<p>Revision of basic sentence punctuation. Use of expanded noun phrases.</p> <p>Determiners – a or an</p> <p>Adverbs of time, place, frequency and cause</p> <p>Powerful verbs</p> <p>Apostrophes to show possession</p> <p>Subordinate Clause</p> <p>Preposition</p>	<p>Lessons 19 & 20 (4)</p> <p>Lessons 21 & 22 (5)</p>
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Progression of Genre:

More complex time adverbials e.g. firstly, soon afterwards,

- Cause and effect connectives e.g. therefore, consequently etc.
- Precise, technical vocabulary
- Express time, place and cause using: Conjunctions e.g. so, because
- Prepositions e.g. before, after....
- Use of paragraphs to organise ideas.
- They feed their young... These amazing hunters are.....

Possible text layout:

- Introduction
- A title which should be a question and begin 'how' or 'why'.
- A sentence to introduce the topic
- Main body
- A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information.
- Conclusion

A paragraph to relate the subject to the reader.

6 & 7	Wild Way Home	To entertain	Characterisation	Challenge words (6) The long vowel /a/ sound spelled 'ai' (7)	Revision of basic sentence punctuation. Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show possession Subordinate Clause Preposition	INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (6) Lessons 23 & 24 (7)
<p>Progression of Genre:</p> <ul style="list-style-type: none"> • Show not tell – describe a character’s emotions by showing the effect on their body e.g. a shiver shot up her spine. • Use speech to reveal a character’s emotions. Can be effective when this contrasts with internal thoughts/feelings. E.g. “I’m not scared,” boasted Jim to his classmates, but inside he had a strange sinking feeling. • Give your main character a hobby, interest or special talent e.g. nobody knew that Mildred actually understood how to speak four languages. • Something they love, fear or hate e.g. Tim had always hated dogs ever since one bit him when he was a toddler. • A distinctive feature e.g. he always wore sunglasses even if it wasn’t sunny. • Know your character’s desire/wish or fear e.g. Gareth had always wanted a dragon. even though they could be dangerous. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys... 						

Spring Term

Rationale

Spring 1

During this half term the children will be basing their writing on their Geography unit of study ‘How were mountains formed?’ and their Science unit of study ‘Rocks’. The children’s first piece is studying a poem in detail, learning the poem and then performing the poem. We have decided to base this on the haiku and tanka poems that the children will be basing their writing on in week 2 & 3. We did this so the children know the poems perfectly and understand this type of poetry. The following week the children will write their own tanka/haiku about Mount Everest. The theme is based on their Geography unit ‘mountains’ so children can use this knowledge alongside pictures of Mount Everest and their half term book ‘Everest’ by Alexandra Stewart & Joe Todd-Stanton. Following on from this the children will be writing a non-chronological report based on the ground underneath us. This links in well with their Science topic ‘rocks’ and children will be looking at the book ‘The street beneath by feet’ to gain more knowledge on the subject. The children’s next piece of writing is a narrative about climbing Mount Everest. The children will have studied mountains throughout the half term and by this point be knowledgeable about ‘Everest’ by Alexandra Stewart & Joe Todd-Stanton. The children will base their narrative on this story and create their own experiences along the way.

Spring 2

Throughout this half term the children will be basing their writing on their History unit of study ‘Why do we know so much about Ancient Egypt?’. The children’s first piece of writing is linked to the feeling of going in to an Egyptian tomb and is based on the book ‘The Tunnel’ by Anthony Browne. The children will listen to sections of the story and study the story then they will write their own opinion-based review. The second piece of writing is again linked to their History unit and is about a letter from an archaeologist about discovering a tomb. As this is the end of the half term the children will have built up their knowledge of what a tomb was like and what could have been discovered.

Weeks	Key Stimuli	Key Purpose	Forms	Spelling	Grammar & Punctuation	Handwriting
Spring 1						
1	Seaview Haiku – John Foster Windy Day – John Foster	To entertain To perform	Poetry by heart	The long /a/ vowel sound spelled ‘ei.’ (1)	Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech Subordinate Clause Preposition	Lessons 25 & 26 (1)

Progress of Genre: <ul style="list-style-type: none"> • Use of dictionaries thesauri to generate synonyms/antonyms • Use of rhyming dictionaries to create rhyming couplets. • Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. • Drama • Mime – individuals or groups mime the poem. • Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. • Making structured plans. 						
2	Seaview Haiku – John Foster Windy Day – John Foster Pictures of Mount Everest Everest by Alexandra Stewart & Joe Todd-Stanton	To entertain To perform	Poetry - Haiki/Tanka based on Mount Everest	The long /a/ vowel sound spelled 'ey.' (2)		Lessons 27 & 28 (2)
Progress of Genre: Type of poem is the progression.						
3 & 4	The street beneath by feet by Charlotte Gullain & Yuval Zommer	To inform	Non-Chronological report	Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. (3) Homophones – words which have the same pronunciation but different meanings and/or spellings. (4)	Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech Subordinate Clause Preposition	Lessons 29 & 30 (3) Lessons 31 & 32 (4)
Progression of Genre: <ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. 						

<ul style="list-style-type: none"> • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A paragraph to explain the topic including any special features • Main body - A paragraph written under each of the sub headings. • Conclusion - A paragraph about peoples' opinions of the subject and why. 						
5 & 6	Everest by Alexandra Stewart & Joe Todd-Stanton	To entertain	Narrative based on climbing Everest	Challenge Words (5)	Paragraphs Adverbs conjunctions e.g. when, before, after, while, so, because... prepositions e.g. before, after, during, after, before, in, because of... Present perfect form Headings and subheadings Inverted commas.	Lessons 33 & 34 (5) INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (6)
<p>Progress of Genre:</p> <ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/ muttered instead of said etc.). <p>Planning and preparation</p> <ul style="list-style-type: none"> • Read/learn stories with actions that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc. 						

Spring 2						
1	Assessment week			Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' (3)		Lessons 35 & 36 (1)
2 & 3	The Tunnel by Anthony Browne	To inform	Review	The /l/ sound spelled '-al' at the end of words. (1) The /l/ sound spelled '-le' at the end of words. (2)	Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech To spell some words with prefixes correctly, e.g. ir-, auto-, in-, dis-, super-, un-	Lessons 37 & 38 (2) Lessons 39 & 40 (3)
<p>Progress of Genre:</p> <ul style="list-style-type: none"> • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • Include opinion. 						

4 & 5	History unit of study	To inform To entertain	Letter from an Archaeologist about discovering a tomb	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' (4) Adding the suffix -ly. Words which do not follow the rules. (5) Assessment of spellings taught so far		Lessons 41 & 42 (4) Lessons 43 & 44 (5)
<p>Progress of Genre:</p> <ul style="list-style-type: none"> • Date underneath the address • Informal language • Paragraphs to organise ideas • Chatty tone: Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way/After all • Exaggerations (hyperbole) <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction – Include greeting and explain why you are writing • Main body - Different paragraphs with elaboration • Conclusion - What did you think about the subject? Closing line e.g. I hope to see you soon. 						

Summer Term

Rationale

Summer 1

During this half term the children are basing their writing on their Geography unit of study 'How are rivers and the water cycle linked?' The first piece of writing is an explanation text all about the water cycle. The children can use their knowledge from their Geography lessons and key information given to them. Following on from this the children will be studying a poem in detail, learning the poem and then performing the poem. We decided to link this poem with rivers so it is relevant and the children are gaining extra information. The poem links in to the following week as the children will be creating their own descriptive poem of river so children can use their knowledge and information gained from the poem learnt the previous week. The last piece of writing this half term is a setting description based on the journey a river takes. The children will be able to use information and ideas from a poem 'The River' within 'One River, Many Creeks' by Valerie Bloom. This poem takes you on a river journey from a quiet countryside to a bustling city.

Summer 2

Throughout this half term the children will be linking their writing to their History 'Were the Greeks really that great?', Trust Sports Week and humorous, fun classroom-based poem. The first piece of writing is a diary entry of a famous sports man/woman. This links in perfectly with our Trust Sports Week which is the following week. The second piece of writing is a narrative based on the myth Pandora's Box by Rose Impey, a story from Greek mythology. The children will study the myth and create their own creative story based on the original. The last piece of work the children will be studying a poem in detail, learning the poem and then performing the poem. We decided to pick a light-hearted, fun poem about registration in a classroom to instil a love of poetry to our children.

Weeks	Key Stimuli	Key Purpose	Forms	Spelling	Grammar & Punctuation	Handwriting
Summer 1						
1 & 2	Information about the Water Cycle	To inform	Explanation text	Challenge Words (1) Words ending in '-er' when the root word ends in (t)ch. (2)	Revision of question marks and exclamation marks Sub-headings Paragraphs Similes Inverted commas in direct speech To spell some words with suffixes correctly, e.g. -ly, -ous, -tion, -ment, -ness, -less, -ful To spell some homophone correctly, e.g. which and witch	INTERVENTION Sessions x2 – extra practice and challenge on last half termly coverage (1) Lessons 45 & 46 (2)

<p>Progress of Genre:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. They feed their young... These amazing hunters are..... <p>Possible text layout:</p> <ul style="list-style-type: none"> • Introduction • A title which should be a question and begin 'how' or 'why'. • A sentence to introduce the topic • Main body • A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information. • Conclusion • A paragraph to relate the subject to the reader. 						
3	River Torridge by Chrissie Gittins	To entertain To perform	Poetry by Heart	Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language (3)		Lessons 47 & 48 (3)
<p>Progress of Genre:</p> <ul style="list-style-type: none"> • Use of dictionaries thesauri to generate synonyms/antonyms • Use of rhyming dictionaries to create rhyming couplets. • Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. • Drama • Mime – individuals or groups mime the poem. • Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. • Making structured plans. 						
4 & 5	River Torridge by Chrissie Gittins	To entertain	Descriptive poem	Words ending with the /g/ sound spelled '- gue' and the /k/ sound spelled '-que.' These words are French in origin. (4) Words with the /s/ sound spelled 'sc'		Lessons 49 & 50 (4) Lessons 51 & 52 (5)

				which is Latin in its origin. (5)	
Progress of Genre: Type of poem is the progression.					
6	The River by Valerie Bloom	To entertain	Setting description	Homophones: Words which have the same pronunciation but different meanings and/or spellings. (6)	INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (6)
<p>Progress of Genre:</p> <ul style="list-style-type: none"> • Choose an interesting name for the setting. • Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness. • Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully. • Show the setting through the character's eyes. E.g. Frankie scanned the room searching for the golden key. • Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc. • Use speech to describe a setting through a character's reaction. "Wow," exclaimed Sam staring at the mountain that lay ahead. "I've never seen anything that wonderful before." • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it..... 					

Summer 2						
1 & 2	Famous Sports Men & Women	To inform	Diary	Challenge Words (1) The suffix '-sion' pronounced /ʒən/ (2)	Review all Grammar and Punctuation taught in Y3	Lessons 53 & 54 (1) Lessons 55 & 56 (2)
<p>Progression of Genre:</p> <ul style="list-style-type: none"> • 1st person • Use of 'you' when talking to the diary • Mainly past tense • Adjectives • More complex time fronted adverbials e.g. After lunch, • Personal, chatty style • Emotive language • Facts and opinions • Include date at the beginning and 'dear diary' • Rhetorical questions e.g. don't they understand? • Paragraphs • Chatty tone: Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way/After all • Exaggerations (hyperbole) <p>Suggested text layout:</p> <ul style="list-style-type: none"> • Introduction • Why are you writing? • What are you going to tell them about? • Thoughts and feelings • Main body • Different paragraphs in time order. • Conclusion • What did you think about the event? • A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. 						
3	Sports Week / Assessment week			Revision – spelling rules we have learned in Stage 3. (3)		Lessons 57 & 58 (3)

4 & 5	Pandoras Box	To entertain	Narrative	Revision – spelling rules we have learned in Stage 3. (4 & 5)		Lessons 59 & 60 (4) Post-module assessment (5)
<p>Progression of Genre: Progress of Genre:</p> <ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/ muttered instead of said etc.). <p>Planning and preparation</p> <ul style="list-style-type: none"> • Read/learn stories with actions that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc. 						

6 & 7	Registration – Alan Ahlberg	To entertain	Poetry by heart	Revision – spelling rules we have learned in Stage 3. (6) Revision – spelling rules we have learned in Stage 3. (7) Assessment of spellings taught so far		INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (6 & 7)
<p>Progression of Genre: Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets:</p> <ul style="list-style-type: none"> • Drama/ adding soundscapes to a poem • Identifying more complex poetic devices e.g. use of alliteration. • Identifying use of syllables specific to genre e.g. Haiku or Tanka • Identifying/labelling lines, verses, stanzas • Creating more complex success criteria linked to genre or focus poem. • Labelling rhyme schemes. • Identifying vowel rhymes (assonance). • Responding to more complex questions e.g. tell me more about... What led you to think that? Tell me what you thought about? What came into your head when you read? Have you ever come across anything like this before? Can you extend that idea for us? 						