

English Writing Curriculum Map for Year 3+4

Updated 19.4.22

Cycle A	Autumn Term	Spring Term	Summer Term
Focus Teaching Texts	-Secrets of a Sun King; E Carroll -The Time Travelling Cat and the Egyptian Goddess; J Jarman -Marcy and the Riddle of the Sphinx; J Todd-Stanton -collection of poetry anthologies + non-fiction texts from School Topic Library Loan	-The Firework Maker's Daughter; P Pullman -King of the Cloud Forests; M Morpurgo + non-fiction texts from School Topic Library Loan	-Classic Fairy Tales; B Doherty and J Ray -The Stinky Cheese Man and Other Fairly Stupid Tales; J Scieszka & Lane Smith -King Arthur and the Knights of the Round Table; M Williams - Hamlet or MacBeth stories; M Andrews - Mr William's Shakespeare's Plays; M Williams
Literary Form (genres)	Poetry; instructions; recount reports; letters	Information files; persuasive technique; diaries; narrative	Poetry; narrative; playscript
Link to Main NC Area of Learning (Theme)	The Egyptians (History)	Volcanoes/ Earthquakes/ Mountains (Geography)	Castles/ local buildings (geog + history) Traditional/ Fairy Tales (English-Reading)
Cycle B			
Focus Teaching Texts	-Empire's End – A Roman Story; L Rasheed -Revolt Against the Romans; T Bradman	-The Explorer; K Rundell -The Great Kapok Tree; L Cherry -The Tin Forest; H Ward & W Anderson	-Stig of the Dump; C King -Ug-Boy Genius of the Stone Age; R Briggs -Cave Baby; J Donaldson & E Gravett -The History of Prehistory; M Manning & B Granstrom -collection of ancient myths and legends
Literary Form (genres)	Diaries; instructions; reports; Point of View	Playscripts; info leaflets; posters; short stories; letters	Letters; reports; myths/legends; poetry
Link to Main NC Area of Learning (Theme)	Romans (history)	Rainforests (Geography)	Stone Age (History)
Milestones/ End Points to be reached by the end of each term...pupils will be able to:			
Composition:	-Write a variation of coordinating and subordinating sentences	- Begin to use commas between clauses	- demarcate all sentences

<p>Sentence building</p>	<ul style="list-style-type: none"> -Write questions -mostly demarcated sentences -Use commas in lists - Try to maintain the tense eg. simple past, present tense and progressive tense - Start to use possessive apostrophe for regular plurals -Start to use an adult’s model of including dialogue in narratives - Begin to use inverted commas for dialogue 	<ul style="list-style-type: none"> - Vary position of the main clause within sentences, either before or after the subordinating clause - Engage more regular use of commas between clauses - Start to use the adult model of fronted adverbials - Write more complex lists of longer items - Mostly use inverted commas for dialogue 	<ul style="list-style-type: none"> - Successfully use fronted adverbials to open sentences, with commas after fronted adverbials - Include dialogue within narratives - Use a range of tenses accurately, maintaining the chosen tense - Use a colon to introduce a long list - Use apostrophe for regular and irregular plurals - Use inverted commas accurately for dialogue
<p>Composition: Text building</p>	<ul style="list-style-type: none"> - Use adult model to begin to organise paragraphs, as a way to group related material - In story-writing create settings, characters and plot, using a shared text to gather ideas - Include headings and sub-headings in non-narrative writing - Sequence ideas chronologically -Using the adult model, begin to use fronted adverbials to vary sentence openings - Start to write poems in different forms eg. shape poems / simple structure poems with scaffold/ list / free verse / narrative poetry -Try to maintain correct tense to achieve cohesion through the piece 	<ul style="list-style-type: none"> - In story-writing, tend to create settings, characters and plot, using a shared text to gather ideas -Starts to include headings and sub-headings in non-narrative writing - Sequence ideas chronologically, starting to use a range of conjunctions to make the sequence clear -Start to choose to use fronted adverbials to open some sentences - Begin to recognise and use some features of the chosen genre - Maintain correct tense to achieve cohesion through the piece 	<ul style="list-style-type: none"> - With some independence, organise paragraphs around a theme - Create settings, characters and plot when writing stories, sometimes innovating with own ideas -Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity - Independently use fronted adverbials to open some sentences - Know and use some features of the chosen genre - Maintain correct tense to achieve cohesion, sometimes managing change of tense when required
<p>Composition: Authorial effect</p>	<ul style="list-style-type: none"> - talk with an adult about the purpose of the writing and who the audience will be - orally compose sentences to check for meaning and effect - use vocabulary which has an effect on the reader eg. to frighten or surprise them - play with words in different kinds of poems and talk about preferences - experience and discuss formality within texts, and how it contrasts with informality - read aloud their own writing to check it makes sense 	<ul style="list-style-type: none"> - plan and discuss what they are going to write about, and record ideas -use vocabulary to create mood and atmosphere -draw on vocabulary and phrasing of books read aloud or independently -read and discuss similar texts to consider the effect on the reader -orally rehearse dialogue for effect; what does it tell the reader? - in discussion with others, assess the effectiveness of their own writing for the audience 	<ul style="list-style-type: none"> - know the purpose of the writing and who the audience will be - use new and less familiar vocabulary to add further detail and interest - experiment with words and their placement, discussing the effect of making changes - assess the effectiveness of their own and others’ writing, and suggest/make improvements
<p>Composition: Grammar/ terminology (awaiting termly assignation after consultation with</p>	<p><u>Co-ordination and subordination</u></p> <p>-use and understand the terms <i>conjunction</i>, <i>clause</i> and <i>subordinate clause</i> when discussing sentence construction; understand how to punctuate complex sentences, using commas to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately; understand the meanings of conjunctions and be able to use a wide range of them; understand that the order of clauses can be manipulated for effect; understand and discuss how different sentence constructions can be used for effect within texts.</p> <p><u>Sentence types</u></p>		

CTs after year's
pilot is complete)

=understand the conventions used to demarcate speech in writing, ie inverted commas around all words spoken, with punctuation at the end of the speech - end punctuation within inverted commas - use of comma following reporting clause where it starts the sentence (*The conductor shouted, 'Sit down!'*); understand that all four sentence types can be used in dialogue; understand how questions can be used for different purposes in information texts.

Nouns and noun phrases

-understand different ways that nouns are formed (e.g. with prefixes) and how other words are related in word families; understand how to use *a/an* correctly; understand the difference between plural and possessive 's'; understand and explain that nouns can be expanded before and after the main noun (pre- and post-modification); understand that determiners are part of the noun phrase and use a wide range (e.g. numbers, possessives, articles); understand that prepositional phrases can be used to add information about a noun, after the noun; understand how to link ideas across a text and avoid unnecessary repetition through the use of nouns and pronouns; understand different ways that nouns are formed and how other words are related in word families.

Adverbials

-understand that a word or phrase can fill the adverbial slot in a sentence; understand that adverbials usually express how, when or where, but can also express cause, purpose or reason; understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called *fronted adverbials*; understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases; understand that commas need to be used after fronted adverbials.

Verbs

-construct the present perfect form using the verb *to have* with the past participle; form the past participle with regular and irregular verbs; understand how the present perfect expresses a different meaning; understand that the perfect form of the verb can also be expressed in the past perfect; use the correct form of Standard English verb inflections.

Terminology:

Adverb; preposition conjunction; word family; prefix; clause; subordinate clause; direct speech; consonant; consonant letter vowel; vowel letter; inverted commas (or speech marks); determiner; pronoun; possessive pronoun; adverbial

<p>Transcription: Phonics into spelling (also refer to Appendices 1+2 for Y3/4 NC Spelling Appendix and statutory word list for full coverage of the appropriate spelling expectations and non-statutory example words.)</p>	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - revisit: <i>love, live, have, give, dove, move, glove</i> - revisit -s, -es (plurals and verb endings) when linked to reading and writing - -s, -ss: introduce: <i>sure, mission, sugar, pressure</i> - digraphs+ trigraphs: revisit selected GPC alternatives e.g. <i>oo / fruit, group, igh / height, or / naughty, quarter</i> + revisit other GPCs as they occur in reading and writing eg. <i>ou/ow; oi/oy</i>, including split digraphs eg. <i>u-e</i> - ph: revisit and check <i>dolphin, alphabet, phonics, elephant</i> - -y: revisit where these occur in reading and writing eg. <i>happy, sunny, family, history</i> - wh: revisit and check <i>when, where, which, wheel, why</i> - kn + gn: revisit and check: <i>know, knock, knee, gnat, gnaw</i> - 'ge' sounds and alt spellings: check: <i>jog, join, age, huge, badge, edge, gem, giant, magic, energy, village</i> - the /s/ sound spelt c before e, i and y, eg. <i>race, ice, cell, city, fancy</i> - the /l/ or /əl/ sound spelt -le; -el; -al; -il: revisit and check; <i>table, apple, bottle, middle, little; camel, tunnel, travel; metal, petal, animal, pencil, fossil, nostril</i> - adding -es to nouns and verbs ending in -y: revisit as words arise in reading and writing: <i>flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies</i> - the suffixes -ment, -ness, -ful, -less, -ly, -ation, 'ful' + 'ness' (used together), EG. forgetfulness; hatefulness; painfulness - the /i:/ sound spelt -ey, eg. <i>key, donkey, monkey, chimney, valley</i> - the /b/ sound spelt a after w and qu; the /z:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w, eg. <i>watch, wander, squash; work, world; warm, towards</i> - the /ʒ/ sound spelt s, eg. : <i>television, treasure, usual; occasion(ally)</i> - words ending in -tion, EG. question, mention, position; <i>fiction, section, nation, motion</i>; <i>invention</i>; <i>action</i> 	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - revisit GPCs for the 'ee' phoneme: ee/ea/e-e/ie/y/ey: <i>complete, these, theme, extreme, heel, heal, he'll, wheel, we'll</i> - compound words: revisit and apply eg. <i>swimsuit, fairground, football, waterfall, classroom</i> - wr- revisit and check: <i>write, writing, written, wrote, wrong, wrap, wring</i> - ing exceptions: <i>copying, crying, replying</i> - ou introduce: <i>trouble, country, young, double, trouble, rough, touch</i> - homophones and other words that are often confused: <i>heel/heal/he'll; rain/rein/reign; plain/plane; groan/grown; night/knight</i> - the suffix -ly with root words ending 'le', 'ic' or '-y': eg. <i>simply, humbly, gently, basically, frantically, dramatically, heroically + happily, funnily, luckily</i> - vowel digraphs and trigraphs: e.g. <i>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, etc.:</i> words with the 'ei' sound spelt ei, eigh or ey e.g. <i>they, weight, eight, grey, sleigh, reign</i> - the /s/ sound spelt c before e, i and y, EG. centre, century, certain, circle, decide, notice, - the /l/ or /əl/ sound spelt -le at the end of words; the /l/ or /əl/ sound spelt -el at the end of words; the /l/ or /əl/ sound spelt -al at the end of words; words ending in -il, EG. actual, material, natural, possible, special - adding -ed, -ing, -er and -est - adding suffixes beginning with vowel letters to words of more than one syllable, EG. <i>cornering, fastened, awaken, beginner, gardener, gardening, preferring, preferred, limited,</i> - prefixes: the prefixes in-, il-, im- and ir- EG. <i>Inactive, incapable, inaccurate, incredible, immature, immobile, impossible, impatient, impolite, irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical</i> - words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and -ture), EG. <i>treasure, measure, pleasure, closure</i> - words with the /ʃ/ ("sh") sound spelt ch, eg. <i>chalet, chef, brochure, parachute, machine</i> - words ending with -gue and -que, eg. <i>league, tongue, antique, unique</i> - words with the /eɪ/ sound spelt ei, eigh, or ey, eg. <i>they, weigh, eight, eighth, grey, sleigh</i> - homophones and other words that are often confused, eg. <i>peace/piece, main/mane, fare/fair, heard/herd</i> 	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - the /b/ sound spelt a after w and qu; the /z:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w, eg. <i>REVISIT: watch, wander, squash; work, world; warm, towards</i> - words ending in -tion, EG. <i>fiction, fraction, direction, attention invention, injection, action, completion, intention, mention, position, question</i> - adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed, EG. answer, consider, quarter, calendar, grammar, particular, peculiar, popular, regular - prefixes: the prefixes anti- and inter-, EG. <i>antibiotic, antihero, international, intertwine, interject, intercept, interrupt, intervene, internet, intermission, interpreter, interactive</i> - The suffix -ation, EG. <i>hesitation, adoration, information, sensation, preparation, admiration</i> - The suffix -ly, EG. <i>happily, prettily, easily, sleepily, greedily, clumsily, angrily; gently, simply, humbly, nobly; basically, frantically, dramatically; definitely, infinitely,</i> - words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and -ture), EG. <i>mixture, adventure, capture, feature, moisture, nature, picture, vulture</i> - endings which sound like /ʒən/ spelt 'sion', EG. <i>division, invasion, confusion, decision, collision, television, explosion, corrosion, intrusion, conclusion</i> - the suffix -ous, EG. <i>spacious, envious, courageous, furious, monstrous, poisonous, mountainous, famous, various, dangerous</i> - endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian, EG. <i>physician, optician, magician, politician, electrician; extension, collision, confusion, exclusion, infusion, explosion, corrosion; profession, session, percussion, passion, mission, possession; fiction, fraction, direction, attention, mention</i> - words with the /s/ sound spelt sc, EG. <i>science, scene, scissors, ascend, descend, scented, crescent, abscess</i>
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- homophones and near-homophones: eg, break/brake; great/grate; eight/ate; **weight/wait**; son/sun; to/two/too; hear/here; won/one; quite/quiet; new, knew; there, their, they're; your/you're; meet/meat; fair/fare; knot/not;

- the /i/ sound spelt y other than at the end of words, eg. myth, gym, pyramid, mystery, Egypt

- prefixes: the prefixes un- (revise) and dis- (teach), eg. unlucky, unusual, undress, unwell disappoint, disagree, disobey, disown, dishonest, distrust, dislike, **disappear**

- the prefixes mis- and re-, eg. misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return

- the prefixes sub- and tele- + 'super' and 'auto'

- the suffix -ly, eg. sadly, closely, completely, quickly, likely, lately, usually (usual + ly), finally (final + ly), comically

- words with the /k/ sound spelt ch, eg. Christmas; ache, anchor, school, choir, echo

- possessive apostrophe: revise both singular and plural possession

<p>Transcription: Handwriting</p>	<p>-Join lower-case letters using school's chosen style -Maintain even-sized lettering in best writing -ensure descenders and ascenders are appropriate and parallel to each other - make sure lower-case letters are distinct from capital letters, including those of same shape e.g. cC, sS, wW -Start to check and correct any errors in letter formation</p>	<p>-Check and correct any errors in letter formation -Ensure even sized lower-case letters -start to use an ink pen (optional depending on handwriting legibility with pencil writing) - Maintain even-sized lettering in most writing - check and correct any errors in letter formation - work at building stamina and fluency to handwrite longer pieces</p>	<p>- show increased stamina and fluency to handwrite longer pieces -Check that lines are spaced sufficiently so that descenders and ascenders do not touch - Maintain even-sized lettering in all writing - Usually check and correct any errors in letter formation</p>
<p>NC for English: Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Form nouns using a range of prefixes; Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel; Word families based on common words, showing how words are related in form and meaning; The grammatical difference between plural and possessive -s; Standard English forms for verb inflections instead of local spoken forms • Expressing time, place and cause using conjunctions, adverbs or prepositions; Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; Fronted adverbials • Introduction to paragraphs as a way to group related material; Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past; 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 • Introduction to inverted commas to punctuate direct speech; Use of inverted commas and other punctuation to indicate direct speech; Apostrophes to mark plural possession; Use of commas after fronted adverbials 		

