

English Writing Curriculum Map for Year 3+4

Updated 19.4.22

<b>Cycle A</b>	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)
<b>Cycle B</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)
<b>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</b>			
Composition:	-Write a variation of coordinating and subordinating sentences	- Begin to use commas between clauses	- demarcate all sentences

<p><b>Sentence building</b></p>	<ul style="list-style-type: none"> <li>-Write questions</li> <li>-mostly demarcated sentences</li> <li>-Use commas in lists</li> <li>- Try to maintain the tense eg. simple past, present tense and progressive tense</li> <li>- Start to use possessive apostrophe for regular plurals</li> <li>-Start to use an adult’s model of including dialogue in narratives</li> <li>- Begin to use inverted commas for dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- Vary position of the main clause within sentences, either before or after the subordinating clause</li> <li>- Engage more regular use of commas between clauses</li> <li>- Start to use the adult model of fronted adverbials</li> <li>- Write more complex lists of longer items</li> <li>- Mostly use inverted commas for dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- Successfully use fronted adverbials to open sentences, with commas after fronted adverbials</li> <li>- Include dialogue within narratives</li> <li>- Use a range of tenses accurately, maintaining the chosen tense</li> <li>- Use a colon to introduce a long list</li> <li>- Use apostrophe for regular and irregular plurals</li> <li>- Use inverted commas accurately for dialogue</li> </ul>
<p><b>Composition: Text building</b></p>	<ul style="list-style-type: none"> <li>- Use adult model to begin to organise paragraphs, as a way to group related material</li> <li>- In story-writing create settings, characters and plot, using a shared text to gather ideas</li> <li>- Include headings and sub-headings in non-narrative writing</li> <li>- Sequence ideas chronologically</li> <li>-Using the adult model, begin to use fronted adverbials to vary sentence openings</li> <li>- Start to write <b>poems</b> in different forms eg. shape poems / simple structure poems with scaffold/ list / free verse / narrative poetry</li> <li>-Try to maintain correct tense to achieve cohesion through the piece</li> </ul>	<ul style="list-style-type: none"> <li>- In story-writing, tend to create settings, characters and plot, using a shared text to gather ideas</li> <li>-Starts to include headings and sub-headings in non-narrative writing</li> <li>- Sequence ideas chronologically, starting to use a range of conjunctions to make the sequence clear</li> <li>-Start to choose to use fronted adverbials to open some sentences</li> <li>- Begin to recognise and use some features of the chosen genre</li> <li>- Maintain correct tense to achieve cohesion through the piece</li> </ul>	<ul style="list-style-type: none"> <li>- With some independence, organise paragraphs around a theme</li> <li>- Create settings, characters and plot when writing stories, sometimes innovating with own ideas</li> <li>-Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity</li> <li>- Independently use fronted adverbials to open some sentences</li> <li>- Know and use some features of the chosen genre</li> <li>- Maintain correct tense to achieve cohesion, sometimes managing change of tense when required</li> </ul>
<p><b>Composition: Authorial effect</b></p>	<ul style="list-style-type: none"> <li>- talk with an adult about the purpose of the writing and who the audience will be</li> <li>- orally compose sentences to check for meaning and effect</li> <li>- use vocabulary which has an effect on the reader eg. to frighten or surprise them</li> <li>- play with words in different kinds of <b>poems</b> and talk about preferences</li> <li>- experience and discuss formality within texts, and how it contrasts with informality</li> <li>- read aloud their own writing to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>- plan and discuss what they are going to write about, and record ideas</li> <li>-use vocabulary to create mood and atmosphere</li> <li>-draw on vocabulary and phrasing of books read aloud or independently</li> <li>-read and discuss similar texts to consider the effect on the reader</li> <li>-orally rehearse dialogue for effect; what does it tell the reader?</li> <li>- in discussion with others, assess the effectiveness of their own writing for the audience</li> </ul>	<ul style="list-style-type: none"> <li>- know the purpose of the writing and who the audience will be</li> <li>- use new and less familiar vocabulary to add further detail and interest</li> <li>- experiment with words and their placement, discussing the effect of making changes</li> <li>- assess the effectiveness of their own and others’ writing, and suggest/make improvements</li> </ul>
<p><b>Composition: Grammar/terminology</b> (awaiting termly assignation after consultation with</p>	<p><u><b>Co-ordination and subordination</b></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><b>Sentence types</b></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"> <li>- revisit: <i>love, live, have, give, dove, move, glove</i></li> <li>- revisit <b>-s, -es</b> (plurals and verb endings) when linked to reading and writing</li> <li>- <b>-s, -ss:</b> introduce: <i>sure, mission, sugar, pressure</i></li> <li>- <b>digraphs+ trigraphs:</b> 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></li> <li>- <b>ph:</b> revisit and check <i>dolphin, alphabet, phonics, elephant</i></li> <li>- <b>-y:</b> revisit where these occur in reading and writing eg. <i>happy, sunny, family, history</i></li> <li>- <b>wh:</b> revisit and check <i>when, where, which, wheel, why</i></li> <li>- <b>kn + gn:</b> revisit and check: <i>know, knock, knee, gnat, gnaw</i></li> <li>- <b>'ge' sounds and alt spellings:</b> check: <i>jog, join, age, huge, badge, edge, gem, giant, magic, energy, village</i></li> <li>- <b>the /s/ sound spelt c before e, i and y,</b> eg. <i>race, ice, cell, city, fancy</i></li> <li>- <b>the /l/ or /əl/ sound spelt -le; -el; -al; -il:</b> revisit and check; <i>table, apple, bottle, middle, little; camel, tunnel, travel; metal, petal, animal, pencil, fossil, nostril</i></li> <li>- <b>adding -es to nouns and verbs ending in -y:</b> revisit as words arise in reading and writing: <i>flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies</i></li> <li>- <b>the suffixes -ment, -ness, -ful, -less, -ly, -ation, 'ful' + 'ness' (used together), EG.</b> forgetfulness; hatefulness; painfulness</li> <li>- the /i:/ sound spelt -ey, eg. <i>key, donkey, monkey, chimney, valley</i></li> <li>- 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></li> <li>- the /ʒ/ sound spelt s, eg. : <i>television, treasure, usual; occasion(ally)</i></li> <li>- words ending in -tion, EG. <b>question, mention, position;</b> fiction, section, nation, motion; invention; injection, action</li> </ul>	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> <li>- revisit GPCs for the 'ee' phoneme: <b>ee/ea/e-e/ie/y/ey:</b> <i>complete, these, theme, extreme, heel, heal, he'll, wheel, we'll</i></li> <li>- <b>compound words:</b> revisit and apply eg. <i>swimsuit, fairground, football, waterfall, classroom</i></li> <li>- <b>wr-</b> revisit and check: <i>write, writing, written, wrote, wrong, wrap, wring</i></li> <li>- <b>-ing exceptions:</b> <i>copying, crying, replying</i></li> <li>- <b>-ou</b> introduce: <i>trouble, country, young, double, trouble, rough, touch</i></li> <li>- <b>homophones and other words that are often confused:</b> <i>heel/heal/he'll; rain/rein/reign; plain/plane; groan/grown; night/knight</i></li> <li>- <b>the suffix -ly with root words ending 'le', 'ic' or '-y':</b> eg. <i>simply, humbly, gently, basically, frantically, dramatically, heroically + happily, funnily, luckily</i></li> <li>- 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> <b>words with the 'ei' sound spelt ei, eigh or ey</b> e.g. <i>they, weight, eight, grey, sleigh, reign</i></li> <li>- the /s/ sound spelt c before e, i and y, EG. <b>centre, century, certain, circle, decide, notice,</b></li> <li>- 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. <b>actual, material, natural, possible, special</b></li> <li>- adding -ed, -ing, -er and -est</li> <li>- 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></li> <li>- 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></li> <li>- words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and -ture), EG. <i>treasure, measure, pleasure, closure</i></li> <li>- words with the /ʃ/ ("sh") sound spelt ch, eg. <i>chalet, chef, brochure, parachute, machine</i></li> <li>- words ending with -gue and -que, eg. <i>league, tongue, antique, unique</i></li> <li>- words with the /eɪ/ sound spelt ei, eigh, or ey, eg. <i>they, weigh, eight, eighth, grey, sleigh</i></li> <li>- homophones and other words that are often confused, eg. <i>peace/piece, main/mane, fare/fair, heard/herd</i></li> </ul>	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> <li>- 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></li> <li>- words ending in -tion, EG. <i>fiction, fraction, direction, attention invention, injection, action, completion, intention, mention, position, question</i></li> <li>- adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed, EG. <b>answer, consider, quarter, calendar, grammar, particular, peculiar, popular, regular</b></li> <li>- prefixes: the prefixes anti- and inter-, EG. <i>antibiotic, antihero, international, intertwine, interject, intercept, interrupt, intervene, internet, intermission, interpreter, interactive</i></li> <li>- The suffix -ation, EG. <i>hesitation, adoration, information, sensation, preparation, admiration</i></li> <li>- The suffix -ly, EG. <i>happily, prettily, easily, sleepily, greedily, clumsily, angrily; gently, simply, humbly, nobly; basically, frantically, dramatically; definitely, infinitely,</i></li> <li>- words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and -ture), EG. <i>mixture, adventure, capture, feature, moisture, nature, picture, vulture</i></li> <li>- endings which sound like /ʒən/ spelt 'sion', EG. <i>division, invasion, confusion, decision, collision, television, explosion, corrosion, intrusion, conclusion</i></li> <li>- the suffix -ous, EG. <i>spacious, envious, courageous, furious, monstrous, poisonous, mountainous, famous, various, dangerous</i></li> <li>- 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></li> <li>- words with the /s/ sound spelt sc, EG. <i>science, scene, scissors, ascend, descend, scented, crescent, abscess</i></li> </ul>
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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"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>		

