



Year 3 and 4 Writing National Curriculum					
<p>Transcription: Spelling See English Appendix 1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 				
<p>Transcription: Handwriting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 				
<p>Composition See English Appendix 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) * organising paragraphs around a theme. Appendix 2 wording for: Year 3 - 'Introduction to paragraphs as a way to group related material.' Year 4 – 'Use of paragraphs to organise ideas.' * in narratives, creating settings, characters and plot. (<i>Further note: This is objective is broken down across the year to give each narrative a focus.</i>) * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Evaluate and edit by: <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 				
<p>Vocabulary, grammar and punctuation See English Appendix 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Appendix 2 states, '...within and across sentences...' * using conjunctions, adverbs and prepositions to express time, place and cause See National Curriculum Glossary for definitions and examples. * using fronted adverbials * learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: <ul style="list-style-type: none"> * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech Appendix 2 wording for: Year 3 - 'Introduction to inverted commas to punctuate direct speech.' Year 4 – 'Use of inverted commas and other punctuation to indicate direct speech.' • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <table border="1" data-bbox="572 1585 2878 1837"> <thead> <tr> <th data-bbox="572 1585 1721 1627">Additional detail mentioned in Appendix 2</th> <th data-bbox="1721 1585 2878 1627">Additional detail mentioned in Appendix 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="572 1627 1721 1837"> <ul style="list-style-type: none"> * Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box] * Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] * Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') </td> <td data-bbox="1721 1627 2878 1837"> <ul style="list-style-type: none"> * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) * Terminology: determiner, pronoun, possessive pronoun, adverbial </td> </tr> </tbody> </table>	Additional detail mentioned in Appendix 2	Additional detail mentioned in Appendix 2	<ul style="list-style-type: none"> * Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box] * Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] * Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) * Terminology: determiner, pronoun, possessive pronoun, adverbial
Additional detail mentioned in Appendix 2	Additional detail mentioned in Appendix 2				
<ul style="list-style-type: none"> * Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box] * Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] * Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) * Terminology: determiner, pronoun, possessive pronoun, adverbial 				

Year 3 Writing LTP

Autumn term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Class Text	Stone Age Boy														
Writing Outcome	Teacher Discretion	Fiction Journey or Losing or Fantasy			Non Fiction Recount			Teacher discretion	Fiction Warning Story - Journey			Non Fiction Instructions		Teacher Discretion	
Writing Hook		Lost Happy Endings			Stone Age trip to the museum				Stone Age Boy			DT Link			
Composition		Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally in narratives, creating settings, characters and plot 			Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally in non-narrative material, using simple organisational 				Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally in narratives, creating settings, characters and plot Evaluate and edit by: <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 			Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally in non-narrative material, using simple organisational Evaluate and edit by: <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 			
Vocabulary Grammar Punctuation		<ul style="list-style-type: none"> <i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i> <i>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition 			<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition <i>using conjunctions, adverbs and prepositions to express time, place and cause</i> 				<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition <i>Use fronted adverbials</i> 			<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <i>Use and spell words with prefixes and suffixes correctly.</i> 			

Ongoing discrete skills	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting Continued focus on basic skills. Standard English forms for verb inflections instead of local spoken forms 													
Weekly Spelling Focus		Simple past tense 'ed'	Adding 'ed', 'er' and 'est' to words ending in 'y'	Adding 'ing' to a word ending in 'y'	Adding 'ing', 'ed', 'er', 'est' and 'y' to words ending in 'e'	Adding 'ing', 'ed', 'er', 'est' and 'y' to words with a short vowel sound (double the consonant)	Recap and Review	Stressed 'er' spelt with 'or' and 'or' spelt 'ar'	Contractions	Possessive apostrophe	Homophones	Suffixes 'ment', 'ness' and 'ful'	Suffixes 'less' and 'ly'	Words ending in 'tion'
Example vocabulary		hopped, skipped, jumped, wiggled, ran, went, swam	copier, happier, funnier, happiest, driest	copying, crying, replying, marrying, carrying, flying, trying, drying, skiing	hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny		word, work, worm, world, worth, worst, war, warm, towards, ward			there, their, they're, here, hear, see, sea, to, too, two, be, bee, bare, bear, one, won, son, sun, night, knight, blue, blew, hole, whole	enjoyment, sadness, careful, playful, plainness, argument, happiness, cheerful	badly, happily, lovely, slowly, quickly, hopeless, careless, fearless	station, fiction, motion, national, section, addition, subtraction, potion, option

Spring term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Class Text	The Egyptian Cinderella											
Writing Outcome	Poetry Clerihew	Fiction Beating the Monster			Non Fiction Information		Fiction Fantasy		Non Fiction Recount		Teacher Discretion	
Writing Hook		The Magic and the Mummy extract - TWS			Tutankhamun		Jeff Brown's Flat Stanley: The Great Egyptian Grave Robbery		Howard Carter discovering the tomb			
Composition	Plan their writing by: <ul style="list-style-type: none"> discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing 	Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally in narratives, creating settings, characters and plot Evaluate and edit by:			Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally 		Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally in narratives, creating settings, characters and plot 		Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally 			

	<p>sentences orally</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> • in non-narrative material, using simple organisational <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> • in non-narrative material, using simple organisational <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	
<p>Vocabulary</p> <p>Grammar</p> <p>Punctuation</p>	<ul style="list-style-type: none"> • Understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • Use fronted adverbials • <i>Using and punctuating direct speech</i> 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • using conjunctions, adverbs and prepositions to express time, place and cause • <i>indicating possession by using the possessive apostrophe with plural nouns</i> 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • Use fronted adverbials • Using and punctuating direct speech 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • using conjunctions, adverbs and prepositions to express time, place and cause • indicating possession by using the possessive apostrophe with plural nouns • <i>using the present perfect form of verbs in contrast to the past tense</i> 	
<p>Ongoing discrete skills</p>	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting • Continued focus on basic skills. • Standard English forms for verb inflections instead of local spoken forms. 					

Summer term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Class Text	Building Boy													
Writing Outcome	Teacher Discretion	Fiction Losing Story			Non Fiction Persuasion			Fiction Journey or Losing or Fantasy			Non Fiction Information		Teacher Discretion	
Writing Hook		The Building Boy - TWS				The secret of Black Rock			Animal fact file					
Composition		<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally in non-narrative material, using simple organisational <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 			<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally in non-narrative material, using simple organisational <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 			

<p>Vocabulary</p> <p>Grammar</p> <p>Punctuation</p>		<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • Use fronted adverbials 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • using conjunctions, adverbs and prepositions to express time, place and cause • indicating possession by using the possessive apostrophe with plural nouns 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • Use fronted adverbials 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition • using conjunctions, adverbs and prepositions to express time, place and cause • indicating possession by using the possessive apostrophe with plural nouns 		
<p>Ongoing discrete skills</p>	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting • Continued focus on basic skills. • Standard English forms for verb inflections instead of local spoken forms. 						