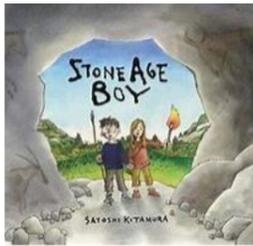
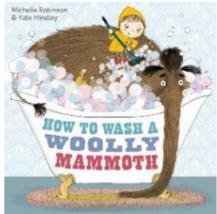
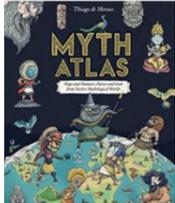
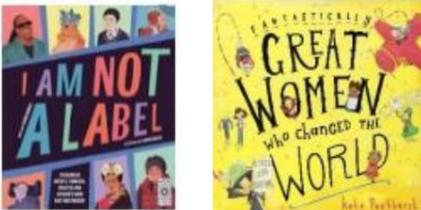
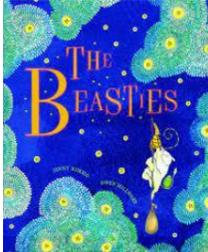
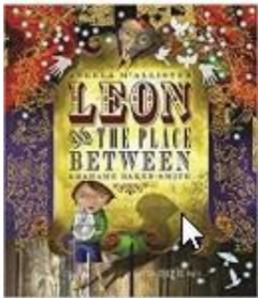
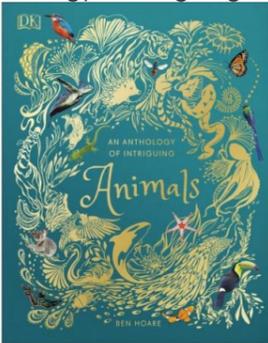


Term	Autumn 1		Autumn 2	
Topic	Stone Age			
Key Text	Stone Age Boy 	How to Wash a Woolly Mammoth  Supported by 'how to make a wizard's spell' – Grammasaurus book	The Secret of Black Rock 	Mike marvellous travelling circus 
Independent, purposeful writing outcome	Outcome: Narrative with a focus on character	Outcome: Instructional Text	Outcome: Narrative with a focus on setting	Persuasive Text
Key grammar and punctuation skills	Pre-modification of nouns using adjectives to create ENP Rich and varied vocabulary (interesting adjectives and verbs) Demarcate sentences accurately In narrative create simple settings, characters and plot Use adverbs to add detail	Commas to list (secure from year 2) Apostrophe for possession – (the mammoth's hair) Coordinating conjunctions – link ideas with 'and', 'but' or 'or' Sub headings to aid presentation (organisational devices). Commands (using imperative verbs) Adverbials of manner Adverbials of time	Begin to use inverted commas to punctuate speech Rich and varied vocabulary (interesting adjectives and verbs) Demarcate sentences accurately Use adverbs to add detail Pre-modification of nouns using adjectives to create ENP In narrative create simple settings , characters and plot	Use of person pronouns – speak directly to the reader Expanded noun phrases (exaggeration) Coordination (link ideas with 'and', 'but', 'for' or 'so'). Expand upon points using subordinating conjunctions Imperative verbs – instruct the reader Apostrophes for possession

Term	Spring 1		Spring 2
Topic	Ancient Egypt		
Key Text	The Myth Atlas 	I am not a Label Fantastically Great Women who Changed the World 	The Beasties 
Independent, purposeful writing outcome	Outcome: Write a myth based on a character from one of the cultures in the book. (Link to topic)	Outcome: biographical writing	Fantasy story Describe character
Key grammar and punctuation skills	Adverbials to give detail (time and place) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Expand before the noun using adjectives Introduction of paragraphs as a way to group related material Using the present perfect form of verbs instead of the simple past tense	Adverbials adding detail (where, when, how) Expand before the noun using adjectives Use of coordination to link ideas Use of subordination to extend ideas Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Chronological order	Expand noun phrases before the noun using adjectives Expand after the noun using prepositions Include adverbial phrases of where, when and how Give extra detail using subordination (when, because, while)

Term	Summer 1	Summer 2	
Topic	Rivers		
Key Text	<p>Leon and the place between</p> 	<p>An anthology of intriguing animals</p> 	<p>A River</p> 
Independent, purposeful writing outcome	Outcome: Narrative with a focus on setting	Outcome: Non chronological report (supported by Grammasaurus text) Outcome 2: Character description	Outcome: Poem Create a journey that uses prepositional phrases/ adverbials to show the sense of movement
Key grammar and punctuation skills	Begin to use inverted commas to punctuate speech Adverbials adding detail (where, when, how) Expand before the noun using adjectives Use prepositions after the noun to expand noun phrases Uses prepositions as adverbials	Headings and sub-headings to aid organisation using conjunctions, adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause introduction of paragraphs as a way to group related material (Y3) Expand before the noun using adjectives Expand after the noun using prepositions	Use prepositions to express place Use adverbs to express time and place Use subordinate conjunctions to express time and place

Skills to be taught throughout the year

Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.
 Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2)
 Spell correctly words that have been previously taught, including: common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.
 Use and spell correctly many words from the Year 3 / Year 4 spelling list
 Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.
 Use joined up writing consistently and independently.
 Evaluate the effectiveness of writing and suggest improvements.
 Proofread for spelling and punctuation

Skills to revise from KS1

Compose sentences orally and in writing – understand structure of simple sentence
 Use capital letters for names and personal pronoun 'I'
 Use past and present tense correctly and consistently
 Use coordination to join sentences (compound sentences)
 Use commas in a list
 Apostrophes for contraction and possession
 Demarcate end punctuation and capital letters

Opportunities for GDS

Where children do not need particular features modelling, they will be given the opportunity to write independently. This will be planned where appropriate.

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

Additional Core Texts will be selected by the class teacher to match the needs and interests of the children.