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|  | Writing purpose |
| Writing to entertain  | Writing to inform | Writing to persuade | Writing to discuss |
| SkylarkYear 3Year 4 | **Text types**\* performance poetry\* stories by significant authors – adventure\* Folk Tales – deeds of famous people\* Nonsense poems\* Stories from other cultures\* mystery stories\*setting descriptions\* modern fiction\* simile and metaphor poetry\* playscripts | **Text types**\* recounting familiar events – autobiography\* explanations linked to science\* Non-chronological reports linked to history/ Geography\* chronological report linked to RE | **Text types**\* holiday or school brochures/ leaflets | **Text types**\* balanced argument for and against |
| **Books at the center of reading and writing (although not an exhaustive list)**Butterfly LionWhite Sheep by Christina RosettiKS2 productionWhat am I by Pie Corbett |
| **Curriculum coverage** |
| **Transcription**\*Use further prefixes and suffixes, understanding how to add them\*spell further homophones\*spell commonly misspelt words\* place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals\* use the first two or three letters off a word to check its spelling in a dictionary\* write from memory simple dictated sentences that include punctuation and words taught so far**Handwriting**\* Use diagonal and horizontal strokes that are needed to join letters, understanding which letters, when adjacent to each other, are best left un-joined\* increase legibility, consistency and quality of handwriting | **Composition**\*Pan writing by: - discussing similar writing to learn from its structure, vocabulary and grammar- discussing and record ideas\*draft and write by:- composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures- organizing paragraphs around a theme- in narratives, creating settings, characters and plot- in non-narrative, use simple organisational devices\*evaluate and edit by:- assessing the effectiveness of own and others’ writing and suggest 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 writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | **Vocabulary grammar and punctuation** \*develop their understanding of concepts by:- extending the range of sentences with more than one clause by using a wider range of conjunctions- using the present perfect form of verbs in contrast to the past- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition- using conjunctions, adverbs and prepositions to express time and cause- using fronted adverbials- learning Y3 and 4 grammar\* indicate grammatical and other features by:- using commas after fronted adverbials- indicating possession by using the possessive apostrophe with plural nouns- using and punctuating direct speech\* use and understand Year 3 and 4 terminology accurately and appropriately when discussing writing and reading |