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|  | Writing purpose | | | | | |
| Writing to entertain | Writing to inform | | Writing to persuade | | Writing to discuss |
| Skylark  Year 3  Year 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 Lion  White Sheep by Christina Rosetti  KS2 production  What 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 | |