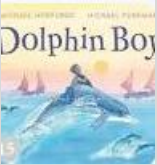
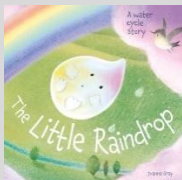
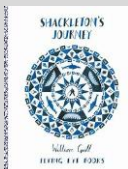
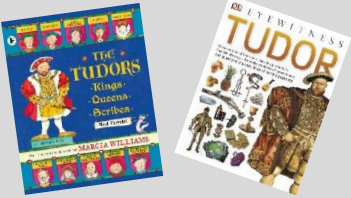
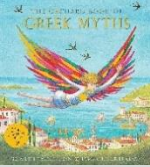


Year 3 & 4 Writing Progression Document: Year A

	Autumn Term 1		Autumn Term 2	
Text	Redwoods by Jason Chin  Genre: Fiction and informational science Themes – Awe and wonder of the natural world	The Magic Paintbrush by Julia Donaldson  Genre: Traditional Tale Outcomes: character description Themes: Integrity, generosity, using talent for good rather than greed	Dolphin Boy by Micheal Morpurgo & Micheal Foreman (3-4 weeks)  Genre: fiction Themes: resilience, friendship, loyalty, courage,	Tail End Charlie By Mick Manning & Britia Granstrom (3 weeks)  Genre: fiction information text Cross-curricular links: History
Main outcome	Non- chronological report		Setting description	
Other outcomes (Short Bursts/revisit writes)	Information texts. Letter, diary extract		diaries, letters, thought bubbles, retell.	
Audience/ Form Fiction Non-fiction	- Character descriptions - Fact boxes - Letter		- Descriptive writing - Personal recount - Diary entries - Letter home	
Purpose	To inform		To entertain	
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	Word/spelling	Year 3 and 4 - Revise suffixes Yr 2 -er, -ed and -ing - Revise suffix -es and –s	Year 3 and 4 - Contractions - -ed suffix endings *	Year 3 and 4 · Suffix ending – ous endings - Prefixes - Contractions* - Possessive apostrophes - Ed suffix*
	Sentences	Year 3 - To know and use simple and compound sentences in their writing (<i>use of comma in a compound sentence</i>). - Past and present tense Year 4 -ed and –ing clause starters - Past and present tense - Expanded noun phrases - A and an - Subordination and co-ordination	Year 3 - Use of present perfect instead of simple past (<i>'have' or 'has'</i>). Year 4 - Third person pronouns - Subordination and coordination * - Expanded noun phrases * - Adverbs	Year 3 - Use of relative clause: who/whom/which/whose. - To know and use simple and compound sentences in their writing (<i>use of comma in a compound sentence</i>). * Year 4 - Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition - Starting a sentence with a simile
		Year 3 and 4 - Possessive apostrophe * - Tion, sion and tian		Year 3 -ed and –ing clause starters Year 4 - Past tense * - Adverbs for time, place and manner - Fronted adverbials - Expanded noun phrases * - Imperative verbs

	Punctuation	Year 3 - Capital letters - Full stops - Question marks - Exclamation marks Year 4 - Capital letters - Full stops - Question marks - Exclamation marks	Year 3 - Capital letters - Full stops - Question marks - Exclamation marks - Ellipses: to keep reader hanging on Year 4 - exclamation marks * - commas in an expanded noun phrase	Year 3 - Brackets - Commas to mark phrases or clauses and after fronted adverbials - Capital letters* - Full stops* Year 4 - Commas to mark phrases or clauses & marking off subordinate clauses and adverbial phrases - Brackets Apostrophes to mark singular and plural possession	Year 3 - Commas to mark phrases or clauses and after fronted adverbials Year 4 - apostrophes for contractions - commas after a fronted adverbial
	Text/genre features	Year 3 - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation Year 4 - Use of paragraphs to organise ideas around a theme - Understand and write compound and complex sentences - Understand what a clause is	Year 3 - Introduction to paragraphs as a way to group related material Year 4 - Use of paragraphs to organise ideas around a theme* - Understand and write compound and complex sentences *	Year 3 - Paragraphs * - Past or present tense Year 4 - Understand, and recognise adverbial phrases and clauses - Use a range of conjunctions (co-ordination and subordination).	Year 3 - Know and use prepositions to express time and cause - Use of powerful verbs (stare, tremble etc...) Year 4 - use of paragraphs to organise ideas* - imperative verbs - sequenced steps - adverbs

	Spring Term 1			Spring Term 2				
Text	<i>Arthur and the Golden Rope</i> By Joe Todd Shanton  Genre: Myth, folklore Themes: bravery and courage Cross-curricular links: history,		<i>The Little Raindrop</i> by Joanna Gray  Genre: Story /information text Cross-curricular links: science, geography		<i>Shackleton’s Journey</i> by William Grill  Genre: historical, biographical fiction, non-fiction Themes: endurance, leadership, resilience, perseverance, hope, courage, determination, teamwork, adaptability, humanity in the face of adversity Cross-curricular links: geography, history, science		<i>Once Upon an Ordinary School boy</i> by Colin Mc Naughton  Genre: non-fiction Themes: conservation Cross-curricular links: geography, science	
Main outcome	alternative ending		Explanation text		first-person diary entries		Ordinary vs. Extraordinary Poem	
Other outcomes (Short Bursts/revisit writes)	descriptive writing- character/ Setting Create new magic tool /mythical creature- diary,		instruction diary extract		logbooks, memoirs, biography,		own story, instructional writing- persuasive	
Audience/ Form Fiction Non-fiction	descriptive writing- character/ Setting Create new magic tool /mythical creature- non chron report , Diary- from a different viewpoint than the main character		Instructions- how to save water/ make a water butt diary extract – a day in the life of a raindrop		logbooks, memoirs, biography, -Shackelton		own story, instructional writing- how to turn an ordinary day extraordinary, persuasive leaflet for the school, diary,	
Purpose	To entertain		To inform		To entertain/inform		To entertain	
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i>	Word/spelling	- Suffixes: a range -ed suffix endings * - Possessive apostrophes *	- Contractions * - Possessive apostrophes		-ed, -ing, -er, -est suffix endings* - Contractions *		Suffixes – a range *	
	Sentences	- Present perfect form of verbs - Conjunctions and adverbs to describe time, place and manner - Fronted adverbials * - Expanded noun phrases *	- noun phrases/expanded * - Subordination and coordination * - Past tense * - Prepositions * - Fronted adverbials *		- expanded noun phrases/noun phrases * - verbs (imperative) - past tense verbs * - adverbs to describe actions Emotive language		- Expanded noun phrases* - Verbs (imperative)* - Adverbs to describe actions* - Past tense* - Fronted adverbials *	
	Punctuation	- commas after a fronted adverbial * - inverted commas *	commas after a fronted adverbial		- exclamation marks * - commas in a list - inverted commas for dialogue		- Commas after a fronted adverbial*I - Exclamation marks* - Ise of powerful verbs *	
	Text/genre features	- paragraphs to organise sentences - adverbials to aid cohesion between paragraphs	- conjunctions to extend sentences - paragraphs - heading and sub heading		- first person pronouns/ third person - sequenced events - adverbials for cohesion between paragraphs adverbs Emotive language		Past /present tense	

	Summer Term 1		Summer Term 2	
Text	<i>Tilda Tries Again</i> by Tom Percival  Genre: fiction Themes: friendship, overcoming prejudice, challenging perceptions, good vs. evil, courage, communication, belonging		<i>Kites</i> By Simon Mala  Genre: fictional information text Themes: conservation, bravery, courage, determination, friendship, awe and wonder	
	Various Tudor nonfiction books  (2-3 weeks) Genre: Non- Fiction Cross-curricular links: History		The Orchard book of Greek Myths  Genre: myths and legends. Themes: friendship, hope, compassion, forgiveness, and bravery.	
Main outcome	sequel - with a different problem		autobiographies	
Other outcomes (Short Bursts/revisit writes)	Different perspective, poetry – shape poems, internal monologue,		non-chronological reports, fact files, poetry	
Audience/ Form	• Different perspective, • poetry – shape poems • internal monologue,		• Character descriptions – each wife/ Henry VIII • Fact file- life in Tudor England • Recount – a day in life of ???	
Fiction Non-fiction			Non chron report – kites Fact file – how to guide Poetry - feelings	
Purpose	To entertain		To entertain	
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i>	Word /Spelling	• Contractions * • Possessive apostrophes	• Contractions *- • -ed suffix endings	• Ed suffix endings * • -ful or -ness – ly suffix endings
	Sentences	• Expanded noun phrases * • Subordination and coordination * • Past tense * • Present perfect form of verbs • Adverbs to describe manner • Fronted adverbials • preposition	• Third person pronouns * • Subordination and coordination * • Expanded noun phrases * • Adverbs *	• Expanded noun phrases * • Subordination and coordination * • Present tense * • Present perfect form of verbs *
	Punctuation	• Apostrophes for singular possession * • Commas after a fronted adverbial * • Inverted commas *	• exclamation marks * • commas in an expanded noun phrases	• exclamation marks * • inverted commas *

	Text/genre features	• paragraphs to organise sentences • sequenced events *	• conjunctions to extend sentences • heading and sub heading to aid presentation • conjunctions to extend sentences • paragraphs	• Sequenced events • Paragraphs to organise	• conjunctions to extend sentences • paragraph
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