

## Writing Coverage – Year 3/4 - Cycle A

Autumn 1 (7 week term) Topic: <b>Rumble in the Jungle</b>	Autumn 2 (6 week term ) Topic : <b>Rock n Roll</b>	Spring 1 (5 week term) Topic: <b>Come dine with me</b>	Spring 2 ( 6 week term) Topic: <b>I want my mummy</b>	Summer 1 (7 week term) Topic: <b>Light it up</b>	Summer 2 (7 week term) Topic: <b>Time travellers</b>
<p><b>Genre:</b> Narrative (2 weeks)</p> <p><b>Into the Jungle – Katherine Rundell</b></p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Consistently use previously taught punctuation</li> <li>Use punctuation for effect</li> <li>Use nouns and pronouns to aid cohesion and prevent repetition</li> <li>Use a variety of co-ordinating conjunctions</li> <li>Begin to use inverted commas for direct speech (to punctuate correctly)</li> <li>Use when, while, before and after as subordinating conjunctions</li> </ul> <p>Outcome: Setting description</p>	<p><b>Genre:</b> Adventure story</p> <p>Stone Age Boy Terry Deary – The Great Cave</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Select nouns and pronouns (for clarity and to avoid repetition)</li> <li>To use prepositions to add detail</li> <li>Begin to use fronted adverbs for place and time (using a comma)</li> <li>Use paragraphs to organise ideas around a theme</li> <li>Extend sentences using more than one clause</li> </ul> <p><b>Outcome:</b> Write a new adventure for the characters</p>	<p><b>Genre:</b> Narrative (2 weeks)</p> <p>Madame Pamplemousse and her incredible edibles</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions, adverbs and prepositions</li> <li>Group ideas into basic paragraphs</li> <li>To use a range of subordinating conjunctions</li> <li>Begin to use inverted commas for direct speech (to punctuate correctly)</li> </ul> <p>Outcome: Write a chapter about people trying a new meal from Madame Pamplemousse</p>	<p><b>Genre:</b> Egyptian Mystery story (3 weeks)</p> <p>Mystery of the Egyptian Scroll</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use inverted commas to indicate direct speech</li> <li>Consistently use fronted adverbs for place and time, including using a comma</li> <li>Use inverted commas and other punctuation to punctuate direct speech</li> <li>Vary sentence structure using different openers</li> <li>Use a variety of ways to add detail – through commas in a list, multi clausal sentences</li> </ul> <p>Outcome: Children write their own mystery story</p>	<p><b>Genre:</b> Diary</p> <p><b>The Last Firefox – Lee Newbery</b> (different families)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use prepositions for place</li> <li>Use fronted adverbials (comma)</li> <li>Use paragraphs to organise writing</li> <li>Consolidate previously taught grammar and punctuation</li> <li>Consolidation of tense use and speech punctuation for a story</li> </ul> <p>Outcome: Diary entry from a character in the story</p>	<p><b>Genre:</b> Narrative</p> <p><b>The Boy at the Back of the Class</b> (refugee)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sentence types and length for impact</li> <li>Consolidate previously taught punctuation and grammar</li> </ul> <p>Outcome: Letter to a friend back in Syria (Letter to describe the journey)</p>
<p><b>Genre: Narrative</b></p> <p>Retell with 1 change</p> <ul style="list-style-type: none"> <li>Begin to use fronted adverbs for place and time (using a comma)</li> </ul>	<p><b>Genre: Character description (2 weeks)</b></p>	<p><b>Genre: persuasive text</b></p> <p>Write a report as a restaurant critic persuading people to visit Madame Pamplemousse</p>	<p><b>Genre: Email</b></p>	<p><b>Genre: setting description</b></p>	<p><b>Genre: Character description</b></p> <p>Description of Ahmet</p>

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<p><b>Genre:</b> Non- Chronological report about the rainforest (2 weeks) (Geography link)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>To use paragraphs to organise writing</li> <li>To use simple organisational devices within a piece of non fiction</li> <li>To proof read for spelling and punctuation errors</li> <li>Vary the position of the subordinating clause</li> </ul> <p><b>WAGOLL:</b> Other NCRs</p> <p><b>Outcome:</b> Children to write a persuasive letter to the PTA to ask for a fireworks and bonfire night.</p>	<p><b>Genre:</b> Factfile</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>To consistently write in the correct tense</li> <li>Use commas to mark clause.</li> </ul> <p><b>Outcome:</b> Write factfiles about either different types of rocks or about a person from Stone Age/Bronze Age/Iron Age</p>	<p>Genre: Instructions</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>To use simple organisational devices within a piece of non fiction</li> <li>To consistently write in the correct tense</li> <li>Use a variety of co-ordinating and subordinating conjunctions</li> </ul> <p><b>Outcome:</b> Write a set of instructions for a new meal like in Madame Pamplemousse’s kitchen.</p>	<p><b>Genre:</b> Explanation text (2 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use of cause and effect conjunctions</li> <li>Correct use of tenses</li> <li>Use adverbs and prepositions to express time and cause</li> </ul> <p>Various Explanation texts</p> <p><b>Outcome:</b> Write an explanation into sound ( cross curricula link to science)</p>	<p><b>Genre:</b> Chronological Report</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use a variety of co-ordinating and subordinating conjunctions</li> <li>Use appropriate choice of noun and pronoun</li> <li>Use sentences of different forms including some sentence structures with more than one clause.</li> <li>To use simple organisational devices within a piece of non fiction</li> </ul> <p><b>Outcome:</b> Report about life of a river from source to sea ( link to Geography)</p>	<p><b>Genre:</b> Report – informal travel blog (2 weeks)</p> <p><b>Key skills/tools:</b></p> <ul style="list-style-type: none"> <li>Use prepositions</li> <li>Write under heading and subheadings</li> <li>Use adverbs and preposition to express time and cause</li> <li>Use adjectival phrases</li> </ul> <p><b>WAGOLL:</b></p> <p>Outcome: Informal Travel blog from a visit to .....</p>
<p><b>Genre:</b> Poetry – Firework shape poem</p>	<p><b>Genre:</b> Poetry – Christmas rhyming poem</p>			<p><b>Genre:</b> Poetry – Haiku Poem</p>	

The following objectives must be covered as a grammar starter and applied across the genres:

- Use ‘a’ or ‘an’ before a word starting with a vowel or consonant
- Use apostrophes for singular and plural possession
- Use apostrophes for irregular plurals