



## Writing Progression Year 3/4

### Year Three

#### By the end of term 1...

Pupils should be taught to:

- To begin to use ideas from own reading/ modelled examples to plan their writing
- Plan and use the correct structure in writing
- Use time conjunctions
- Use adjectives and expanded noun phrases
- Use paragraphs in writing
- Write compound and complex sentences using co-ordinating and subordinating conjunctions
- Use past and present tense (progressive)

#### By the end of term 2 ...

Pupils should be taught to:

- See 'by the end of term 1'
- Use similes in writing
- Progressive pronoun
- Use inverted commas accurately
- Use relative clauses in writing (brackets and dashes)
- Use a wider range of conjunctions
- Use commas to mark clauses

#### By the end of term 3 ...

Pupils have positive attitudes and stamina for writing, being taught to:

- See 'by the end of term 2'
- Understand purpose and audience
- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- maintain the correct tense (including present perfect tense) throughout a piece of writing
- use and punctuate direct speech

### Year Four

#### By the end of term 1 ...

Pupils will be taught to:

- organise writing into paragraphs
- use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).
- write narratives with a clear beginning, middle and end and with a clear plot.
- create more detailed settings, characters and plot in narratives
- maintain accurate tense throughout writing
- use the full range of punctuation from previous year groups: ! ? . " ' ,
- Use inverted commas
- Write complex and compound sentences using a range of co-ordinating and sub-coordinating conjunctions
- Use time conjunctions
- Use adjectives and expanded noun phrases in writing

#### By the end of term 2...

Pupils should be taught to:

- See 'by the end of term 1'
- Use relative clauses in writing – brackets and dashes
- Identify and use the 4 types of sentences
- use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'

#### By the end of term 3 ...

Pupils have positive attitudes and stamina for writing, being taught to:

- See 'by the end of term 2'
- Use apostrophe for omission and possession – plural and singular possession
- Use fronted adverbials
- Use relative clauses in writing – brackets and dashes
- To spell homophones correctly
- To spell all of the Year 3 and 4 statutory spelling words correctly

At every stage and in relation to their level of composition, pupils should make simple additions, revisions and corrections to their own writing by:

- Proof-reading and assessing their own and others' work to check for errors with increasing accuracy, and make improvements
- Amend their own and others' writing with growing confidence
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

## Year 3 and 4 Writing Journey (Cycle A)

Unit One	Unit Two	Unit Three	Unit Four
<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>
<i>A Disaster Story</i>	<i>Rescue Story</i>	<i>Fantasy Story</i>	<i>Adventure Story</i>
<p><b><u>Escape From Pompeii</u></b></p> <p>To plan/write a 4-part story. Plan and use the correct structure, using appropriate openings and endings.</p> <p><b>Intended outcomes - Year 3</b></p> <p>Plan and write story in the third person. Organise writing in paragraphs.</p> <p><b>Intended outcomes - Year 4</b></p> <p>To write the story from a different perspective by writing in the first person and the correct usage of pronouns.</p>	<p><b><u>The Great Kapok Tree</u></b></p> <p>To plan and structure a 4/5-part story organised into paragraphs and with variation in sentence types and punctuation choices.</p> <p><b>Intended outcomes - Year 3</b></p> <p>Focus on different noun types, pronouns, noun phrases and expanded noun phrases.</p> <p><b>Intended outcomes - Year 4</b></p> <p>Choose nouns/pronouns to make meaning clear, avoiding repetition. Use a wide range of punctuation accurately.</p>	<p><b><u>The Boy Who Grew Dragons</u></b></p> <p>To plan and write a 4/5-part story in the third person, with a strong central character.</p> <p><b>Intended outcomes - Year 3</b></p> <p>Using setting, character and plot in story, varying voice and intonation to create effects and sustain interest.</p> <p><b>Intended outcomes - Year 4</b></p> <p>Use main/subordinate clauses accurately/consistently. Use a range of conjunctions to extend a range of sentences with more than one clause.</p>	<p><b><u>Secrets of a Sun King</u></b></p> <p>To plan and write a 4/5-part story in the third person, with a strong central character.</p> <p><b>Intended outcomes - Year 3</b></p> <p>Write a five-part story, focusing on how to integrate speech and punctuate with inverted commas.</p> <p><b>Intended outcomes - Year 4</b></p> <p>Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p>
<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>
Newspaper Report	Information leaflet	Instructions	Information text
<p><b><u>Disaster at Pompeii.</u></b></p> <p>Create a newspaper report about the disaster at Pompeii.</p> <p><b>Intended outcomes - Year 3</b></p> <p>Write a structured newspaper article with organisational features such as headings, subtitles and captions and written in the past tense in third person.</p> <p><b>Intended outcomes - Year 4</b></p> <p>Write a structured newspaper article with organisational features such as headings, subtitles and captions. Choose nouns or pronouns to make meaning clear, avoiding repetition.</p>	<p><b><u>Step into the Rainforest.</u></b></p> <p>Create an information leaflet based on rainforests, using the organisational features of the genre.</p> <p><b>Intended outcomes - Year 3</b></p> <p>Use research gathered to create a detailed information leaflet using persuasive language and the use of personal pronouns.</p> <p><b>Intended outcomes - Year 4</b></p> <p>Organise work into structured paragraphs, discussing environmental implications for this habitat. Make ambitious word choices, writing effectively for purpose and audience.</p>	<p><b><u>How to grow dragons.</u></b></p> <p>Create a set of instructions using appropriate organisational features.</p> <p><b>Intended outcomes - Year 3</b></p> <p>Use simple organisational devices to structure writing, using adverbs and prepositions.</p> <p><b>Intended outcomes - Year 4</b></p> <p>Write effectively for the purpose and audience, selecting language that shows good awareness of the reader.</p>	<p><b><u>Egypt</u></b></p> <p>Create a blog about Egypt written in an informal style.</p> <p><b>Intended outcomes - Year 3</b></p> <p>Select precise vocabulary based on the audience and style of writing. Independently organise paragraphs around a theme.</p> <p><b>Intended outcomes - Year 4</b></p> <p>Plan and write for a range of purposes making choices about content, grammar, vocab and style of writing based on audience and form.</p>
<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>
Free Verse	Kennings and Quatrains	Limericks and Clerihews	The Lost Words
Poetry Shed Y3	Poetry Shed Y3	Poetry Shed Y3	Poetry Shed Y3

## Year 3 and 4 Writing Journey (Cycle B)

Unit One	Unit Two	Unit Three	Unit Four
<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>
<i>A Discovery Story</i>	<i>Recount Writing</i>	<i>Warning Tale</i>	<i>A Fantasy Story</i>
<p style="text-align: center;"><b><u>Flotsam</u></b></p> <p>Plan/write a 4-part story. Plan and use the correct structure, using appropriate openings and endings.  <b>Intended outcomes - Year 3</b></p> <p>Plan and write story in the third person. Organise writing in paragraphs.  <b>Intended outcomes - Year 4</b></p> <p>To write the story from a different perspective by writing in the first person and the correct usage of pronouns.</p>	<p style="text-align: center;"><b><u>The True Story of the Three Little Pigs</u></b></p> <p>To plan and write a 4-part story. To plan and structure a 4/5-part story organised into paragraphs and with variation in sentence types and punctuation choices.  <b>Intended outcomes - Year 3</b></p> <p>Write a 4-part story with a strong dilemma, focusing on the use of clauses and connecting clauses to extend sentences to add detail and engage the reader.  <b>Intended outcomes - Year 4</b></p> <p>To write the story from a different character's perspective in third person.</p>	<p style="text-align: center;"><b><u>The Hodgeheg</u></b></p> <p>To plan and write a five-part story, using paragraphs to organise themes.  <b>Intended outcomes - Year 3</b></p> <p>Use a 'show not tell' approach when writing. Focus on the use of adverbs and prepositions to add detail.  <b>Intended outcomes - Year 4</b></p> <p>To use complex, ambitious verbs and adverbs within expanded noun phrases to add detail.</p>	<p style="text-align: center;"><b><u>Malamander</u></b></p> <p>To plan and write a five-part story using the perfect form of verbs and recognising how to use different verb tenses correctly  <b>Intended outcomes - Year 3</b></p> <p>Focus on the use of apostrophes and how to integrate speech and punctuate with inverted commas correctly.  <b>Intended outcomes - Year 4</b></p> <p>Plan and write a 5-part story by identifying stages in the telling; introduction, build-up, climax or conflict.</p>
<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>
Persuasive Writing	Newspaper article	Explanation Text	Diary Entry
<p style="text-align: center;"><b><u>eBay Advert</u></b></p> <p>Create a persuasive advert for an item washed up on the shore.  <b>Intended outcomes - Year 3</b></p> <p>Write an advertisement focusing on how information should be best presented. Make informed word choices to influence the reader.  <b>Intended outcomes - Year 4</b></p> <p>Create an advert using exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p>	<p style="text-align: center;"><b><u>Pigs in Peril - The Daily Moon</u></b></p> <p>Create a detailed newspaper article reporting on the pigs' dilemma.  <b>Intended outcomes - Year 3</b></p> <p>Use organisational features such as headings, subtitles and captions and written in the past tense in third person.  <b>Intended outcomes - Year 4</b></p> <p>To try to integrate directed and reported speech within the newspaper report, using inverted commas accurately.</p>	<p style="text-align: center;"><b><u>How do hedgehogs survive in winter?</u></b></p> <p>Create an informative explanation based on the topic, using appropriate organisational features.  <b>Intended outcomes - Year 3</b></p> <p>Select vocabulary and grammatical structures that reflect the genre of writing. Use a range of devices to build cohesion across paragraphs (eg conjunctions, adverbials, pronouns, synonyms)  <b>Intended outcomes - Year 4</b></p> <p>Sustain a convincing viewpoint throughout writing. Select language that shows a good awareness of reader.</p>	<p style="text-align: center;"><b><u>Violet Parma's Diary</u></b></p> <p>Create a diary entry from the viewpoint of the main character.  <b>Intended outcomes - Year 3</b></p> <p>Write a diary account from the viewpoint of the character, using an informal tone and written in the past tense with the correct verb tenses.  <b>Intended outcomes - Year 4</b></p> <p>Plan, compose, edit and refine a diary entry which uses emotive language to present the mood of the individual, using appropriate levels of formality.</p>
<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>
Free Verse	Haikus, Tankas and Cinquains	Simile and Metaphor	The Lost Words
Poetry Shed Y4	Poetry Shed Y4	Poetry Shed Y4	Poetry Shed Y4

