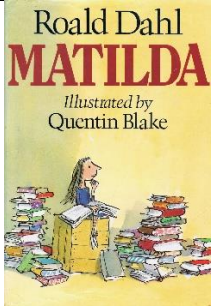
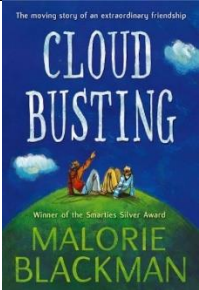
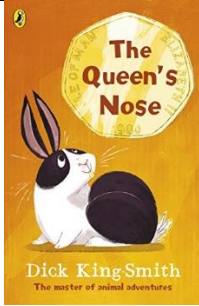
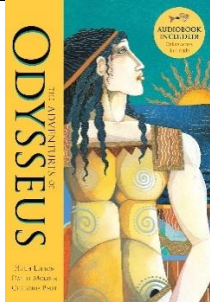


Writing Spine

Year 3 + 4 - Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text						
Text type 1	Story opening (from protagonists point of view)	Diary entry (personal literary recount – antagonists perspective)	Non-Chronological Report	Narrative – Fairy Tale – 5 part plot – Rags to Riches	Diary entry (Personal literary recount – protagonist's perspective)	Narrative – Myth – 5 part plot – defeating the monster
Y3 Grammar	Simple Sentences	Tense, Pronouns	Coordinating conjunctions		Apostrophes	Determiner and Prefixes
Y4 Grammar	Simple sentences	Pronouns, Possessive pronouns	Coordinating conjunctions		Apostrophes Possessive and plural	Determiner and Prefixes
Text type 2	Story opening (focussing on character and setting description)	Informal letter (personal letter, protagonist's perspective)	Persuasive Advert		Biography	Big Question - Discussion
Y3 Grammar	Tense	Pronouns, Capital Letters	Coordinating conjunctions, Commas in a list	Direct Speech and Adverbs	Subordinating conjunctions	Review and revision
Y4 Grammar	Tense, Determiners	Non-Standard English Expanded noun phrases and prepositions	Coordinating conjunctions, Subordinating conjunctions	Direct Speech and Fronted adverbials, Commas after fronted adverbials	Subordinating conjunctions, Standard English	Review and revision

Y3/4 objectives:	Coverage	
Handwriting:		
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	HW lessons	
Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]		
Transcription:		
Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Sp lessons	
Spell further homophones		
Spell words that are often misspelt (English Appendix 1)		
Use the first two or three letters of a word to check its spelling in a dictionary		
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]		
Composition:		
Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Writing structure	
Plan their writing by: discussing and recording ideas		
Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)		
Draft and write by: organising paragraphs around a theme		
Draft and write by: in narratives, creating settings, characters and plot		
Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]		
Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements		
Evaluate and edit by: 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 their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		
Spelling, Punctuation and Grammar:		
Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		
Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense		
Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		
Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause		
Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials		
Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2		
Indicate grammatical and other features by: using commas after fronted adverbials		
Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns		
Indicate grammatical and other features by: using and punctuating direct speech		
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading		