


BARHAM PRIMARY SCHOOL CURRICULUM MAP – ENGLISH – LOWER KS2 WRITING 2023-24

<p>Curriculum offer Our vision- Intent</p> 	<p>At Barham, we have an English curriculum which is designed to empower and challenge our pupils, coming from various parts of the world, so that they become Global citizens of the 21st century. Our English curriculum helps our children develop their linguistic skills, but also acquire the cultural capital they need to thrive in Britain and the World. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.</p> <p>Our English curriculum shows that we are committed to:</p> <ul style="list-style-type: none"> ● Inclusive and equitable quality education (SDG 4) ● Reduced Inequalities (SDG 10) ● Climate Action (SDG 13) ● Gender Equality (SDG5) ● Clean water and Sanitation (SDG 6) ● Peace, Justice and Strong Institutions (SDG 16) ● Good health and Well-being (SDG3) ● Life Below Water (SDG 14) <p>Across the school, our reading and writing lessons are taught through high-quality texts which provide a link to explore one or more of the UN's SDGs</p>
<p>National Curriculum Purpose of study</p>	<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>
<p>National Curriculum Aims</p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● read easily, fluently and with good understanding ● develop the habit of reading widely and often, for both pleasure and information ● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ● appreciate our rich and varied literary heritage ● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas ● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

National Curriculum – Spoken Language	National Curriculum – Reading	National Curriculum - Writing
<p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.</p>	<p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none"> ● word reading ● comprehension (both listening and reading). <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>	<p>The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:</p> <ul style="list-style-type: none"> ● transcription (spelling and handwriting) ● composition (articulating ideas and structuring them in speech and writing). <p>It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>
<p>National Curriculum – Spelling, vocabulary, grammar, punctuation and glossary</p>		

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils’ vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and ‘language about language’ listed. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spoken Language – Statutory Requirements – Years 1 - 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**National Curriculum
ENGLISH
Programme of Study**

Lower key stage 2 – Years 3 and 4
READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader’s interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

WRITING

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
- 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.

Upper key stage 2 – Years 5 and 6
READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

WRITING

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words


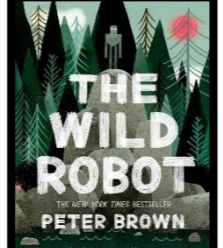
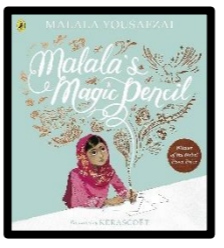
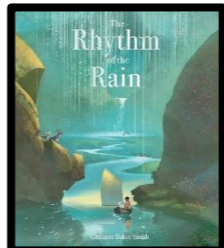
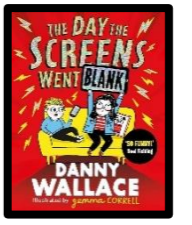
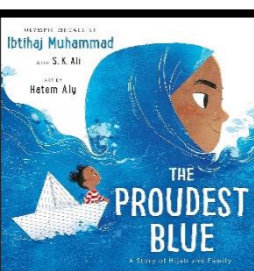
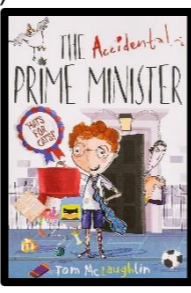
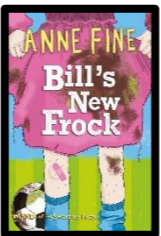
<ul style="list-style-type: none"> ● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. ● 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 ● 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) ● organising paragraphs around a theme ● in narratives, creating settings, characters and plot ● 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 ● 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. ● 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 ● using the present perfect form of verbs in contrast to the past tense ● 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 the grammar for years 3 and 4 in English Appendix 2 ● 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 the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> ● use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ● use a thesaurus. ● Pupils should be taught to: ● write legibly, fluently and with increasing speed by: ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● choosing the writing implement that is best suited for a task. ● plan their writing by: ● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● draft and write by: ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ● précisising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proof-read for spelling and punctuation errors ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ● develop their understanding of the concepts set out in English Appendix 2 by: ● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● using passive verbs to affect the presentation of information in a sentence ● using the perfect form of verbs to mark relationships of time and cause ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of possibility ● using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● learning the grammar for years 5 and 6 in English Appendix 2 ● indicate grammatical and other features by: ● using commas to clarify meaning or avoid ambiguity in writing ● using hyphens to avoid ambiguity ● using brackets, dashes or commas to indicate parenthesis ● using semi-colons, colons or dashes to mark boundaries between independent clauses ● using a colon to introduce a list ● punctuating bullet points consistently ● use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
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Year 3 Long Term Overview for Writing 2023 – 2024

<p>NC Breadth of study: (Purpose for Writing)</p>	<p>Writing to Entertain: Narrative x 6 (Once every half term) Poetry Describe characters Describe settings</p>	<p>Writing to Inform: Recount Report Letter Biography Newspaper article</p> <p>Writing to Persuade: Speech</p>
<p>Composition:</p>	<p>Plan their writing by: 1)Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 2)Discussing and recording ideas</p>	<p>Draft and edit by: 1)Composing and rehearsing sentences orally, including dialogue) 2) Progressively building a varied and rich vocabulary and an increasing range of sentence structures. 3) Organising paragraphs around a theme in narratives, creating settings, characters and plot. 4)In non-narrative material, using simple organisational devices for example: headings and subheadings.</p> <p>Evaluate and edit by: 1)Assessing the effectiveness of their own and others' writing and suggesting improvements 2)Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 3)Proof-read for spelling and punctuation errors. 4)Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>Effect on the Audience:</p>	<ul style="list-style-type: none"> • Writes in a range of genres/forms, taking account of different audiences and purposes. • Imitates authorial techniques gathered from reading • Uses some detail in the description of setting or characters' feelings or motives • Uses dialogue to reveal detail about character/ move the narrative forward • Begins to use figurative language including similes • Attempts to adopt a viewpoint (NB fiction and non-fiction) • Selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader • Ensures relevant details are included • Shows awareness of the reader in own proof reading and editing 	
<p>Transcription Spelling: Common Exception words:</p>	<p>address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	
<p>Transcription Spelling: Spelling Rules: Note- see Spelling Appendix of NC for further specific guidance and word examples.</p>	<p>1) Use further prefixes and suffixes and understand how to add them (English Appendix 1) 2) Spell words that are often misspelt (English Appendix 1) 3) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 4) Use the first two or three letters of a word to check its spelling in a dictionary 5) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 6) Spell further homophones</p> <p>Year 3: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, there/their/they're your/you're</p> <p>Year 4: mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>7) Adding suffixes beginning with vowel letters to words of more than one syllable 8) The /ɪ/ sound spelt y elsewhere than at the end of words 9) The /ʌ/ sound spelt ou 10) The suffix –ation 11) The suffix –ly 12) Words with endings sounding like /ʒə/ or /tʃə/ 13) Endings which sound like /ʒən/ 14) The suffix –ous 15) Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian 16) Words with the /k/ sound spelt ch (Greek in origin) 17) Words with the /ʃ/ sound spelt ch (mostly French in origin) 18) Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) 19) Words with the /s/ sound spelt sc (Latin in origin) 20) Words with the /eɪ/ sound spelt ei, eigh, or ey</p>	

Transcription Handwriting:	1)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. 2) Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant; 3) That lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
Vocabulary /Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
Grammar: Word	Formation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as – ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Grammar: Sentence	Extending the range of sentences with more than one clause by using a wider range of conjunctions eg when,if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Fronted adverbials
Grammar: Text	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of the simple past
Punctuation:	commas after fronted adverbials (adverbs of time only) indicating possession by using the possessive apostrophe with plural nouns inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
YEAR 3 CORE BOOKS and WRITING OUTCOMES	Weeks 1 & 2: (Fiction)  Huge Bag of Worries by Virginia Ironside Global Goal: Good health and Wellbeing Writing Outcome: 1.Fiction: Narrative	Weeks 1, 2, 3, 4, & 5: (Fiction)  The Wild Robot by Peter Brown Global Goal: Climate Action Writing Outcome: 1.Fiction:Narrative 2.Fiction:Narrative	Week 1, 2, 3 & 4: (Fiction)  Malala's Magic Pencil by Malala Yousafzai Global Goal: Gender Equality 1.Non Fiction: Persuasive speech	Week 1, 2, 3 & 4: The Rhythm of Rain by Grahame Baker-Smith (Fiction)  Global Goal: Clean Water and Sanitation 1.Fiction: Poetry 2.Non-Fiction: Non-Chronological Report	Week 1, 2, 3 & 4: The day the screens went Blank by Danny Wallace (Fiction)  Global Goal: Good Health and Wellbeing 1. Fiction: Narrative 2. Non-Fiction: Non-Chronological Report	Week 1, 2 & 3: The sea below my toes by Charlotte Guillain (Fiction)  Global Goal: Clean Water and Sanitation 1. Fiction: Narrative	
	Weeks 3, 4 & 5: (Fiction)  The Proudest Blue by Ibtihaj Muhammad Global Goal: Reduced Inequalities Writing Outcome: 1.Fiction: Diary Entry	Weeks 6 & 7: (Non-Fiction)  Apes to Zebras by Liz Brownlee Global Goal: Climate Action 1. Poetry: Shape poem	Week 5 & 6: (Fiction)  The Accidental Prime Minister by Tom McLaughlin Global Goal: Peace, Justification and Strong Institutions 1. Fiction: Diary Entry	Week 5&6: (Fiction)  Bill's New Frock by Anne Fine Global Goal: Gender Equality 1. Fiction: Narrative	Week 5 & 6: Big Thoughts for Little Thinkers by Daniel Thompson (Fiction)  Global Goal: Quality Education 1. Non-fiction: Informal Letter	Week 4, 5, 6 & 7: Call me Lion by Camilla Chester (Fiction)  Global Goal: Reduced Inequalities 1.Fiction: Narrative 2. Fiction: Play script	
	Week 6: Standalone Writing Writing Outcome: 1.Fiction: Description					Week 7: Assessment Week	

Punctuation and Grammar	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Expressing time, place and course using conjunction, adverbs or prepositions <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentations Use of the present perfect form of verbs instead of the simple past <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuation direct speech 	Word Class	<p><u>Noun and Noun Phrases</u></p> <ul style="list-style-type: none"> Consolidate pre-modification of nouns and choices of adjectives/determiners for effect. Secure understanding of a noun phrase. Understand noun phrases can include determiners. Understand and accurately use a/an. <p><u>Verbs</u></p> <ul style="list-style-type: none"> Secure understanding of the verb forms previously taught and maintain accuracy. (simple, progressive, perfect). Understand Standard English verb inflections and use in writing instead of local spoken forms, e.g. we were/we was. <p><u>Adverbs and Adverbials</u></p> <ul style="list-style-type: none"> Secure understanding of all adverbials previously taught. Understand that sentences frequently have more than one adverbial element. Understand that the position of the adverbial elements affects the meaning for the reader. Understand that adverbials at the start of a sentence (fronted adverbials) frequently require a comma (whether they are words, phrases or subordinate clauses).
Composition	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices such as headings and subheadings Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuate errors Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Understand how to use paragraphs to organise ideas around a theme. 		

Year 3 – Tier 2 Vocabulary

Year 3				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
arctic	act	signal	capture	chill
bold	active	spoil	fortunate	advice
border	cling	starve	adopt	nation
climate	convince	tour	advantage	ancient
fierce	confess	prefer	frail	abandon
opposite	ordeal	prepare	abundant	passage
mystify	observe	alert	origin	nursery
award	pastime	afford	perform	plunge
reverse	extend	terror	scatter	schedule
steer	struggled	reduce	balance	swift
FEBRUARY	MARCH	APRIL	MAY	JUNE
board	continent	brief	coward	attract
arrange	crew	brilliant	avoid	average
contain	pause	custom	deed	brave
launch	limit	bounce	loyal	journey
grasp	glide	habit	grace	recall
gasp	doze	globe	digest	coast
risk	examine	diagram	rare	prevent
enable	suitable	explore	ban	collect
triumph	value	vision	volunteer	wander
rely	remark	resident	respect	responsible



Year 4 Long Term Overview for Writing 2023 – 2024

NC Breadth of study: (Purpose for Writing)	Writing to Entertain: Narrative x 6 (Once every half term) Poetry Describe characters Describe settings	Writing to Inform: Recount Letter Explanation Newspaper article Writing to Persuade: Advert Letter
Composition:	Plan their writing by: 1)Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 2)Discussing and recording ideas	Draft and edit by: 1)Composing and rehearsing sentences orally, including dialogue) 2) Progressively building a varied and rich vocabulary and an increasing range of sentence structures. 3) Organising paragraphs around a theme in narratives, creating settings, characters and plot. 4)In non-narrative material, using simple organisational devices for example: headings and subheadings. Evaluate and edit by: 1)Assessing the effectiveness of their own and others' writing and suggesting improvements 2)Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 3)Proof-read for spelling and punctuation errors. 4)Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Effect on the Audience:	<ul style="list-style-type: none"> • Writes in a range of genre/forms, taking account of different audiences and purposes • Evaluates the effectiveness of own and others' writing and suggest improvements • Includes descriptive detail and makes writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy...', '...eyes of fire...' • Sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials • Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters • Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike • Organises or categorises information based on notes from several sources • Uses techniques to get the reader on side i.e. addresses them to engage or influence • Imitates authorial techniques gathered from the reading of age-appropriate texts • Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...' 'Underfoot, the forest floor is teeming with life.' • Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy 	
Transcription Spelling: Common Exception words:	address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	
Transcription Spelling: Spelling Rules: Note- see Spelling Appendix of NC for further specific guidance and word examples.	1) Use further prefixes and suffixes and understand how to add them (English Appendix 1) 2) Spell words that are often misspelt (English Appendix 1) 3) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 4) Use the first two or three letters of a word to check its spelling in a dictionary 5) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 6) Spell further homophones Year 3: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, there/their/they're your/you're Year 4: mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's 7) Adding suffixes beginning with vowel letters to words of more than one syllable 8) The /ɪ/ sound spelt y elsewhere than at the end of words 9) The /n/ sound spelt ou 10) The suffix -ation 11) The suffix -ly 12) Words with endings sounding like /ʒə/ or /tʃə/ 13) Endings which sound like /ʒən/ 14) The suffix -ous 15) Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian 16) Words with the /k/ sound spelt ch (Greek in origin) 17) Words with the /ʃ/ sound spelt ch (mostly French in origin) 18) Words ending with the /g/ sound spelt - gue and the /k/ sound spelt -que (French in origin) 19) Words with the /s/ sound spelt sc (Latin in origin) 20) Words with the /eɪ/ sound spelt ei, eigh, or ey	

Transcription Handwriting:	1)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. 2) Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant; 3) That lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
Vocabulary /Terminology for pupils	determiner pronoun, possessive pronoun adverbial
Grammar: Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Grammar: Sentence	Extending the range of sentences with more than one clause by using a wider range of conjunctions eg when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials
Grammar: Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of the present perfect form of verbs instead of the simple past
Punctuation:	Commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 4 CORE BOOKS and WRITING OUTCOMES	<p>Week 1: Standalone Writing 1. Fiction: Narrative</p> <p>Weeks 2, 3, 4, 5 & 6: Kiki Kallira Breaks a Kingdom by Sangu Mandanna (Fiction)</p>  <p>Global Goal: Gender Equality Writing Outcomes: 1. Fiction: Character Description 2. Fiction: Diary 3. Fiction: Narrative</p>	<p>Weeks 1 & 2: El Deafo by Cece Bell (Fiction)</p>  <p>Global Goal: Reduced Inequality Writing Outcomes: 1. Fiction: Diary 2. Fiction: Comic Script</p> <p>Weeks 3, 4, 5, 6 & 7: Harriet versus the Galaxy by Samantha Baines (Fiction)</p>  <p>Global Goal: Reduced Inequality Writing Outcomes: 1. Non-Fiction: Persuasive Letter</p>	<p>Weeks 1 - 6: Island by Mark Janssen (Fiction)</p>  <p>Global Goal: Clean Water and Sanitation Writing Outcomes: 1. Fiction: Narrative 2. Fiction: Playscript 3. Non-Fiction: Blog 4. Non-Fiction: Graphing Novel</p>	<p>Weeks 1 - 6: The Last Bear by Hannah Gold (Fiction)</p>  <p>Global Goal: Climate Action Writing Outcomes: 1. Non-Fiction: Non-Chronological Report 2. Fiction: Narrative 3. Non-Fiction: Persuasive Letter</p>	<p>Weeks 1 – 6: Danny Chung does not do Maths by Maisie Chung (Fiction)</p>  <p>Global Goal: Quality Education Writing Outcomes: 1. Non-Fiction: Diary- Agony Aunty entry 2. Fiction: Narrative</p> <p>Week 7: Assessment Week</p>	<p>Weeks 1-7: Children who changed the world by Marcia Williams (Fiction)</p>  <p>Global Goal: Peace, Justice and strong institutions Writing Outcomes: 1. Non-Fiction: Poetry 2. Non-Fiction: Biography 3. Fiction: Comic Strip</p>
Punctuation and Grammar	<p>Sentence Structure</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. Later that day. I heard bad news). <p>Text Structure</p> <ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme. 			Word Class	<p>Noun and Noun Phrases</p> <ul style="list-style-type: none"> Know that prepositional phrases can be used as part of a noun phrase and that they come after the head noun. Understand how to choose pronouns and vary nouns for cohesion and to avoid repetition. Understand how the choice of determiner contributes to cohesion. Understand apostrophes for singular/plural possession. 	

	<ul style="list-style-type: none"> • Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech. • Apostrophes to mark plural possession. • Use of commas after fronted adverbials. 		<p><u>Verbs</u></p> <ul style="list-style-type: none"> • Secure understanding of the verb forms previously taught and maintain accuracy. (simple, progressive, perfect). • Understand Standard English verb inflections and use in writing instead of local spoken forms, e.g. we were/we was <p><u>Adverbs and Adverbials</u></p> <ul style="list-style-type: none"> • Secure understanding of all adverbials previously taught. Understand that sentences frequently have more than one adverbial element. • Understand that the position of the adverbial elements affects the meaning for the reader. • Understand that adverbials at the start of a sentence (fronted adverbials) frequently require a comma (whether they are words, phrases or subordinate clauses).
<p>Composition</p>	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas • Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. • Organise paragraphs around a theme • In narratives, create settings, characters and plot • In non-narrative material, use simple organisational devices such as headings and subheadings • Assess the effectiveness of their own and others' writing and suggest improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuate errors • Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		

Year 4 – Tier 2 Vocabulary

Year 4				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
ancestor	annual	dense	former	arena
mistrust	mock	deposit	noble	orchard
humble	impact	increase	indicate	inspire
envy	essential	extraordinary	flexible	focus
abrupt	descend	desire	destructive	develop
accelerate	content	erupt	crafty	circular
valiant	capital	tragic	typical	weary
anticipate	variety	vast	venture	request
recognise	address	release	represent	threat
appeal	shabby	shallow	queasy	recent
FEBRUARY	MARCH	APRIL	MAY	JUNE
outstanding	peculiar	peer	practice	precious
limp	manufacture	master	permit	plead
instant	invisible	jagged	mature	limb
fragile	frantic	frequent	lack	furious
disaster	ease	entertain	entire	entrance
hostile	concern	distract	distress	congratulate
coax	column	habitat	confuse	complete
blend	blossom	massive	competition	possess
resist	response	baggage	basic	severe
arrest	ascend	assist	attempt	attentive