North Wootton Writing Long Term Overview

Year 3/4 (B)
Class
Reader/Topic/Video/Stimulus/POEM/Debate

Objective	Autumn 1: Illustrated Stories Greek Myths			Rickety Train Ride	Autumn 2: A Year Full of Celebrations		On the Ning Nang Nong	End of Term Assessments	Spring 1: How the Camel Got its Hump	Butterfly Lion		Trees	Spring 2: Ancient Rome / Ashley Booth (online text)		For want of a nail	End of Term Assessments	Summer 1: Cliffhanger		Catch a little rhyme	Assessment Week	Summer 2: Voices in the Park	The Last Firefox	The Dragon on the Playground	End of Term Assessments
Understand Text: Show an understanding of how authors have used structure, feature and vocabulary choices for the purpose of											X													
• Inform – communicate ideas and information to others e.g. science reports, non-chronological report, recipe	x		x		x		X		X				x		X		X		X		X	X		
• Entertain – use language in a humorous or engaging way for the enjoyment of the reader e.g. narrative, poetry	x			x	X		x		X	X		x	X		x		x		x		X	X		x
• To explain – Combine facts with experience to clarify who or what something is, how it happened or why it happened e.g. essay, chronological report					x								x											
• Persuade – use of evidence and emotion to prove a point from a particular standpoint e.g. adverts, debate		X				X			x	X				X				X				X	x	
• Evaluate – specific kind of persuasion that argues for the merits of a subject based upon a more balanced view of evidence for support – book, movie, music or event review	X				X				X	X	X		X				X					X		
• Express – thoughts and feeling of an author on a particular topic e.g. diary, letter, poetry, personal narrative	X X X X X			X	X	X X X X			X X X		X	X X	X	X X X x			x X X X X		X		x X X x X			
Composition: Plan their writing by: • discussing writing similar to that which they are planning in terms of structure, vocabulary, and grammar	x			x					x			x					x X				x			
• Recording ideas as notes into a 'boxing up' frame adding in layer of detail such e.g. key vocabulary, cohesive devices.		x			x						x		x									X		
• Suggest ways to the uplevel sentence in shared writing		x		x	X		x		x	x	X		X		x		X					X	x	
Draft and write by: • composing and rehearsing sentences orally (including dialogue), layering in using recently learned vocab and sentence structures.																								
• organising paragraphs around a key topic sentence, adding additional information through supporting sentences																								
• Considering the devices used to create cohesion between sentences and paragraphs		x			x						x		x				x					x		

Objective																													
• in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. • in non-narrative material, using simple organisational devices to organise their material																													
Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement • Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and all KS1 HFW (Year 3) and taught ¾ Key Spellings		x					x					x		x				x							x			
Perform: 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	x		x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Participate in class discussion, presentation or short drama roles with increasing confidence	x		x				x	x	x																				
Grammar and Punctuation Develop their understanding of the concepts set out in North Wootton Writing Fluency Guide, understanding key terms: **Year 3** – Expanded Noun Phase, Fronted-Adverbial (isPACeD), Determiners: Articles, Quantifiers, Direct speech, Dialogue, Inverted Comma, Consonant, Consonant Letter Vowel, Vowel letter, Paragraph (Topic Sentences) , Verb Chain, Tense (Present- Perfect) **Year 4** - Determiner: Quantifiers and Demonstrative, Subject, Object, Main Clause, Subordinating Clause, Possessive Pronoun, Cohesion, Parenthesis, Embedded Clause, Relative clause, Relative Pronoun, Paragraph (TSSSC), Fronted-Adverbial (iSPACeD), Synonyms, Antonyms																													
Year 3 - choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity (Determiner and Pronouns)		x						x					x			x				x								
Expanded noun phrase	x			x			x				x						x		x				x			x			
Extending the range of sentences with more than one clause using the conjunctions taught so far					x		x						x										x		x				
Understand how ISPACED fronted adverbial can add clarity about time, manner and cause: - Prepositions - Adverbs - Conjunctions (FANBOYS and some A WHITE BUS)	x		x	x	x			x		x			x			x	x					x		x					
Using the present perfect form of verbs in contrast to the past tense							x			x		x						x				x						
Understands when to use the correct form of 'a' or 'an' articles						x									x													
Inverted commas consistently used to punctuate direct speech			x					x																				
Demonstrate a clear knowledge of linking ideas to a topic sentence to demark a paragraph.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Year 4 - choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity (Possessive, Relative, Synonyms)		x			x	x			x		x		x																
Use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences	x			x	x			x		x		x		x		x		x		x									
Using a wide range of ISPACED to express time, manner and cause to achieve better cohesion	x		x	x	x		x			x	x		x																
Understand how main and subordinating clauses are created and demarked by a comma/brackets including relative clauses			x		x								x		x														
Understand the present and past perfect form of verbs within their own writing and can explain the reasons behind this choice.			x		x		x		x		x		x																

Developing their understanding of linking supporting sentences within each paragraph		x	x		x	x			x	x	x			x	x		x	x		x	x	x			x	x		x				x	x		x	x
Understanding the full punctuation of direct speech and its role in creating ISPACED cohesion					x					x														x												
Securely understands the use of apostrophes to mark plural possessions and link this to their knowledge of possessive pronouns							x						x																							
Spelling: In addition to weekly spelling lesson, some key objectives are taught more explicitly within English sessions: - Use of personal dictionaries to seek support with unknown words, but also how to use the first three letters in a normal dictionary																																				
Spell further homophones: **Year 3** pair/pear/pare, loose/lose, wait/weight **Year 4** whose/who's, peace/piece, whether/weather												x				x	x	x						x				x								
Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's																																				
Use further prefixes and suffixes, understand how to add them and the effect this can have on the end consonant (English Appendix 1)				x	x		x	x	x	x	x				x																					
Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning.																																				
Understand word families (solve, solution, insoluble), grouping words into families according to form and meaning.																																				
Handwriting - Consistently use the diagonal and horizontal strokes that are needed to form and join most letters, positioning these correctly within the lines																																				
Legibility, consistency and quality of their handwriting is such that writing can almost always be read; joined handwriting is the norm, written at a pace.		x			x			x		x			x		x			x		x					x			x					x			