

Planning and Assessment				Link Reading
Form	Crucial Learning Point (NC, KPIs/ Milestones)	Written outcomes	Drama Opportunities (See drama folder for how to do the suggested ideas)	Specific support/links from other areas
AUTUMN TERM				
Speaking and Listening Focus: Performance Possible opportunities: Performance of poems, perform diary entries.				
Guided Reading Text: The Magic and Mystery of Trees (Non-fiction)				
Basics – recap Year 2 (2 weeks) Setting Description	<ul style="list-style-type: none"> demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks using sentences with different forms in their writing (statements, questions, exclamations and commands) using some expanded noun phrases to describe and specify using present and regular past tense mostly correctly and consistently using co-ordination (or / and / but) and some subordination (when / if / that / because) 	Opening Doors: The Butterfly Dance Purpose: To describe Audience: Year 4 Outcome: Rainforest Setting Description		Handwriting – <ul style="list-style-type: none"> using legible joined or printed writing. writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters.
Instructions (approx. 2 weeks)	<ul style="list-style-type: none"> Opening and closings signalled in a range of text types. Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). Organises paragraphs around a theme. In non-narrative writing, use simple organisational devices (e.g. headings and subheadings). Draft and write sentences (including dialogue), progressively building a varied and Proof-reads for spelling and simple punctuation errors. Accurately use commas in lists. Use adverbs to modify verbs. (Recap imperative verbs from Y2) 	Link to science How to Grow Cress Seeds. Purpose: To instruct Audience: Gardening club Outcome: How to Grow Cress Seeds.		<ul style="list-style-type: none"> Children to have a range of different types of instructions available in the classroom to read.

	<ul style="list-style-type: none"> • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Use simple time subordination to open sentences (e.g. When I finished dinner). • Uses the correct article (a or an) according to whether the next word begins with a vowel or consonant. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 			
To entertain (Poetry) (2 week)	<p>Opening and closings signalled in a range of text types.</p> <ul style="list-style-type: none"> • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Accurately use commas in lists. • Use some apt word choices to create interest. • Use adverbs to modify verbs. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). <p>Speaking and Listening = perform poems with intonation and expression.</p>	<p>Opening Doors Unit 1: Caribbean Wind 'I pulled a Hummingbird out of the sky.'</p> <p>Purpose: To use personification strategies Audience: Year 3 Outcome: Poetry Performance as a whole year group.</p>		<p>Ensure poetry books are on display in the book area.</p>
<p>Guided Reading Text: Into The Jungle – Katherine Rundell (fiction)</p>				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To entertain - Narrative (approx. 2-3 weeks).</p>	<ul style="list-style-type: none"> • Opening and closings signalled in a range of text types (<i>depending on whether opening or closing is task</i>) • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Organises paragraphs around a theme. • Proof-reads for spelling and simple punctuation errors. • Begin to use inverted commas accurately to punctuate direct speech. • Use some apt word choices to create interest. • Use adverbs to modify verbs. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Begin to vary sentence openers to engage the reader • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...). • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent • <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Use humour or suspense to engage the reader in my writing</i> 	<p>Link to Guided Reading Text</p> <p>Purpose: To entertain Audience: Other Year 3 classes Outcome: Alternative Chapter Ending</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To recount (2 weeks)</p>	<ul style="list-style-type: none"> • Features of writing generally appropriate to the selected task (e.g. use of first person • Organises paragraphs around a theme. • Proof-reads for spelling and simple punctuation errors. • Use some apt word choices to create interest. • Use of apt word choices to show emotion • Use adverbs to modify verbs. 	<p>Link to Guided Reading Text</p> <p>Purpose: To retell events from a character's point of view Audience: writing to yourself.</p>		

	<ul style="list-style-type: none"> • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Begin to vary sentence openers to engage the reader • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...). • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent <ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • Use humour or suspense to engage the reader in my writing • 	<p>Outcome: Diary Entry</p>		
<p>To entertain (1 week)</p>	<ul style="list-style-type: none"> • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Organises paragraphs around a theme. • Proof-reads for spelling and simple punctuation errors. • Accurately use commas in lists. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Uses the correct article (a or an) according to whether the next word begins with a vowel or consonant. • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent 	<p>Free choice writing linked to Christmas. Could you picture stimulus, film stimulus. Children to choose what genre they would like to write Eg) Story, Diary Entry, Poem, Instructions.</p> <p>Ensure there is time for children to PERFORM their writing.</p>		

SPRING TERM

Speaking and Listening Focus: Debate

Possible Opportunities: Heritage sites must be accessible to all.

Stonehenge is the most important Heritage Site				
Guided Reading Text: This Morning I Met a Whale – Michael Morpurgo (fiction)				
To entertain - Narrative (2 weeks)	<ul style="list-style-type: none"> • Opening and closings signalled in a range of text types. • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Organises paragraphs around a theme. • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Begin to use inverted commas accurately to punctuate direct speech. • Use some apt word choices to create interest. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Begin to vary sentence openers to engage the reader • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent <ul style="list-style-type: none"> • <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing.</i> • <i>Use humour or suspense to engage the reader in my writing</i> 	<p>Opening Doors Unit 8 : Foundling</p> <p>Purpose: To retell a fairytale</p> <p>Audience: Year 2</p> <p>Outcome: Fairytale</p>		<p>Classic Fairy Tales to be available in the book corner for children to read.</p>

<p>To inform (approx. 2 weeks)</p>	<ul style="list-style-type: none"> • Opening and closings signalled in a range of text types. • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Organises paragraphs around a theme. • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Begin to use inverted commas accurately to punctuate direct speech. • Use some apt word choices to create interest. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Begin to vary sentence openers to engage the reader • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...). • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing.</i> • <i>Use humour or suspense to engage the reader in my writing</i> 	<p>Purpose: To inform Audience: The recipient of the letter Outcome – Informal Letter</p>		
<p>Story Telling Week</p>				

Guided Reading Text: The Secrets of Stonehenge – Mick Manning (non-fiction)				
To inform (letter formal writing – 1 week)	<ul style="list-style-type: none"> Opening and closings signalled in a range of text types. Features of writing generally appropriate to the selected task use of first person for a letter Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Proof-reads for spelling and simple punctuation errors. Accurately use commas in lists. Use some apt word choices to create interest – formal alternatives for words Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). <ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements Punctuation taught is accurate and consistent. Can write neatly and legibly as per the school handwriting policy. 	<p>Pre-visit to Stonehenge writing opportunity. Explain to English Heritage about their topic and ask English Heritage questions about Stonehenge and anything they</p> <p>Purpose: To inform and question Audience: English Heritage Outcome: Formal Letter</p>		
To inform (3 weeks)	<ul style="list-style-type: none"> Opening and closings signalled in a range of text types. Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). Organises paragraphs around a theme. Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Proof-reads for spelling and simple punctuation errors. Begin to use inverted commas accurately to punctuate direct speech. Use some apt word choices to create interest. 	<p>Purpose: To inform the reader about aspect of life in the stone age</p> <p>Audience: Hook Junior School children – leaflets to be available in the non-fiction area of the library) Outcome: Leaflet – ‘Life in the Stone Age’</p>	<p>-Hot seating – life for various people in the Stone Age</p> <p>-Teacher in Role to give information for leaflet (T could act as a warrior/child/farmer)</p>	Ensure there are a range of reviews for places on display in book area.

	<ul style="list-style-type: none"> • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Begin to vary sentence openers to engage the reader • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...). • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing.</i> • <i>Use humour or suspense to engage the reader in my writing</i> 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To entertain- poetry</p>	<ul style="list-style-type: none"> • organises paragraphs around a theme. • Use some apt word choices to create interest. • Use adverbs to modify verbs. • To use conjunctions, adverbs and prepositions to express time and cause (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during). • To maintain the correct tense throughout a piece of writing to suit purpose and intent • 	<p>Linked to science work on Light Purpose: Audience:</p>	<p>-Statement prompts -Captions to go with freeze frames. -Acting as an inanimate object – e.g light Moving around the room? Do you dance,</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To entertain- narrative</p>	<ul style="list-style-type: none"> • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. 	<p>TBC</p>		
<p>SUMMER TERM</p>				
<p>Speaking and Listening Focus: Presentation Possible opportunities: Present a science report using the green screen, deliver a presentation on why Sputnik should remain on Earth, deliver an assembly on an inspirational figure e.g. Malala Yousafzai.</p>				
<p>Guided Reading Text: Sputnik’s Guide to Life on Earth – Frank Cotrell Boyce (fiction)</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science Report (1 week)</p>	<ul style="list-style-type: none"> • Opening and closings signalled in a range of text types. • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Organises paragraphs around a theme. • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Begin to use inverted commas accurately to punctuate direct speech. • Use some apt word choices to create interest. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Begin to vary sentence openers to engage the reader • Uses a wider range of conjunctions (e.g. when, if, because, although, however). 	<p>Science Report Purpose: to inform about an investigation Audience: TBC Outcome: Science Report</p>	<p>Reporter/interviewer hot seating Teacher in role</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Persuasive Writing (2 week)</p>	<ul style="list-style-type: none"> • Opening and closings signalled in a range of text types. • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Accurately use commas in lists. • Use some apt word choices to create interest – formal alternatives for words • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). <ul style="list-style-type: none"> • <i>Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements</i> • <i>Punctuation taught is accurate and consistent.</i> • <i>Can write neatly and legibly as per the school handwriting policy.</i> 	<p>Purpose: To persuade Audience: Sputnik Outcome: Persuasive informal letter for why Sputnik should stay to explore Earth.</p>	<p>-Conscience alley- Should the aliens save the world? Arguments for and against (e chr could argue against as trickier)</p> <p>To generate ideas - Teacher in role- As alien- Why should we save the world? What is so special about it? Lead them to think about the ideas you want them to write about.</p> <p>-Hot seating – Why is the Earth so amazing? Could act as an environmentalist/scientist/historian</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Narrative (2 weeks)</p>	<ul style="list-style-type: none"> • Opening and closings signalled in a range of text types. • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Organises paragraphs around a theme. 	<p>Purpose: To entertain Audience: the reader</p> <p>Outcome: next part of the story from GR.</p>	<p>Devising and performing- focus on speech/dialogue</p> <p>Mapping and drawing in role.</p>	

	<ul style="list-style-type: none"> • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Begin to use inverted commas accurately to punctuate direct speech. • Use some apt word choices to create interest. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Begin to vary sentence openers to engage the reader • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent <ul style="list-style-type: none"> • <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing.</i> <p><i>Use humour or suspense to engage the reader in my writing</i></p>		<p>Freeze frames/thought tracking</p>	
Guided Reading Text: Malala's Magic Pencil (non-fiction)				
Biography (2 weeks)	<ul style="list-style-type: none"> • Opening and closings signalled in a range of text types. • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • In non-narrative writing, use simple organisational devices (e.g. headings and subheadings). • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Accurately use commas in lists. 	<p>HOOK – Year 3 to deliver an assembly to the school on an inspiration person – Malala Yousafzai.</p> <p>Biography Purpose: to inform Audience: Hook Junior School Children Outcome: Biography</p> <p>Phase 1:</p>	<ul style="list-style-type: none"> - Hot seating - Eye Witness – Acting out Malala's life- Key events. - Mapping and drawing in role as Malala to help put the events of her 	

	<ul style="list-style-type: none"> • Use some apt word choices to create interest. *Technical word choices. • Use adverbs to modify verbs. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • To use conjunctions, adverbs and prepositions to express time and cause (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during). • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent <ul style="list-style-type: none"> • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing.</i> • <i>Punctuation taught is accurate and consistent.</i> • <i>Can write neatly and legibly as per the school handwriting policy.</i> 	<p>Image on page 1: What is the book going to be about? Taster draft: If I had a magic pencil, I would use it to...</p> <p>Phase 2: Look at biography model on someone well known. What genre is it? What is a biography? Feature finding – create class list on non-fiction features. Research information on Malala. Gather and sort information.</p> <p>Phase 3: Write Introduction Write headings on Early Life, Activism. Develop Extra facts.</p> <p>Talking point: Girls are not allowed to go to school. Drama:</p>	<p>life in chronological order and gain information for the biography.</p>	
<p>Persuasive Writing – Speech (Formal)</p>	<ul style="list-style-type: none"> • Opening and closings signalled in a range of text types. • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperatives in instructions). • Organises paragraphs around a theme. 	<p>Persuasive Writing (2 weeks) Purpose: to persuade how to make the world a better place</p>	<p>Hot seating- If I had a magic pencil I would to generate ideas.</p>	

	<ul style="list-style-type: none"> • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Begin to use inverted commas accurately to punctuate direct speech. • Apostrophes to mark singular possession (e.g. the girl's name). • Use some apt word choices to create interest. • Use adverbs to modify verbs. • Can identify nouns, verbs, adjectives, adverbs and prepositions. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Begin to vary sentence openers to engage the reader • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent <ul style="list-style-type: none"> • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing.</i> • <i>Use humour or suspense to engage the reader in my writing</i> • <i>Punctuation taught is accurate and consistent.</i> • <i>Can write neatly and legibly as per the school handwriting policy.</i> 	<p>Audience: Hook Junior School Children Outcome: Speech about 'If I had a magic pencil, I would use it to...'</p> <p>Learning Journey:</p>		
--	---	--	--	--

<p>Poetry (Opening Doors Unit)</p>	<p>Organises paragraphs around a theme.</p> <ul style="list-style-type: none"> • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and simple punctuation errors. • Apostrophes to mark singular possession (e.g. the girl's name). • Use some apt word choices to create interest. • Use adverbs to modify verbs. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...). <p>Speaking and Listening = perform poems with intonation and expression.</p> <ul style="list-style-type: none"> • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing.</i> • <i>Punctuation taught is accurate and consistent.</i> • <i>Can write neatly and legibly as per the school handwriting policy.</i> 	<p>Unit TBC</p>		
<p>As needed</p>	<p>Recap any objectives taught during the year to ensure pupils are at or beyond mastery.</p>			