

Autumn				Spring				Summer				
Narrative	Poetry: Free Verse	Fables	Non-Chronological Report	Narrative (Setting and dialogue)	Persuasive Speeches	Personal Narrative (memoir)	Poetry: Calligrams	Persuasive Letters	Instructions	Non-Chronological Report	Narrative	Poetry: Take One Poet
Mini-Rabbit Not Lost	'Words Are Ours' by Michael Rosen & 'The Magic Box' by Kit Wright	The Koala who Could; The Squirrels that Squabbled; The Lion Inside	Incredible Jobs You've (Probably) Never Heard Of	Alice's Adventures in Wonderland	Stella and the	Jabari Jumps Ralph Tells a Story The Proudest Blue	Love that Dog	Speak Up! Look Up! Clean Up!	Instructions Wolf in the Snow	A Year Full of Celebrations and Festivals from Around the World	The Iron Man	Poems Aloud; Smile Out Loud
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)				

All objectives covered within each Year 3/4 unit are listed within this document. Please see the key below to understand how the objectives are presented:

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations
Writing purpose No. of steps Genre Title(s) of core text(s)	Genre: Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> Revision of objectives from previous year (with year group this was first introduced) [NB: <i>These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices</i>] Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black 	Revision of objectives from previous year (with year group this was first introduced) <u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	<u>Statutory terminology from Appendix 2 of the National Curriculum</u> are listed in this way – bold, teal and underlined	Suggestions for how teachers can adjust the unit plans, to support or challenge children working within younger or older age-related expectations for writing	

AUTUMN

 Entertain 15 steps Narrative Mini-Rabbit Not Lost	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
	<p>Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own (Y2)</p>	<p>Ensure correct use of full stop (Y2) (avoid comma splice)</p>	<p>sentence punctuation, full stop (Y1)</p> <p>clause, subordinate clause, conjunction</p>	<p>Encourage children to accurately punctuate dialogue, using inverted commas and teach use of other punctuation to indicate direct speech</p> <p>Remind children to use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Encourage adding detail to expanded noun phrases to aid visualisation for the reader</p>

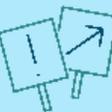
 Entertain (poetry) 10 steps 'Words are Ours' and 'The Magic Box'	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
	<p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p>adjective, adverb, verb, comma (Y2)</p>	<p>Encourage a greater range of vocabulary within poems</p> <p>Encourage precise noun choices and use of pronouns in place of a noun, where appropriate</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
<p>Entertain 15 steps</p> <p>Fables <i>The Koala</i> <i>Who Could,</i> <i>The</i> <i>Squirrels</i> <i>that</i> <i>Squabbled,</i> <i>The Lion</i> <i>Inside</i></p>	<p>Fable: Contains a moral lesson about life or how to behave Sometimes uses an animal character Set in the natural or real world Not too detailed, usually simple plot A foolish character that learns or has consequences for their behaviour</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p>comma (Y2) clause, subordinate clause, conjunction, preposition</p>	<p>Remind children to use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Teach the use of a fronted adverbial to indicate a change in time or place, punctuated with a comma to separate this from the main idea of the sentence</p> <p>Encourage adding detail to expanded noun phrases to aid visualisation for the reader</p> <p>Encourage children to accurately punctuate dialogue, using inverted commas and teach use of other punctuation to indicate direct speech</p>

 Inform 15 steps Non-chronological report <i>Incredible Jobs You've (Probably) Never Heard Of</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
	<p>Non-Chronological Report: Captions and labels to add information to illustrations</p> <p>Index to guide reader to know how to find something specific they might be looking for</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>comma, apostrophe (Y2)</p> <p>clause, subordinate clause, conjunction, preposition</p>	<p>Teach/ review the use of a fronted adverbial to indicate a change in time or place, punctuated with a comma to separate this from the main idea of the sentence</p> <p>Encourage children to use an increasing range of phrases to begin sentences or paragraphs, to aid cohesion (e.g. <i>In addition.... Another great example of this is....</i>)</p> <p>Teach use of pronouns to replace a noun to avoid repetition and boring the reader</p>

SPRING

 Entertain 15 steps Narrative (setting and dialogue) <i>Alice in Wonderland</i>	Genre features Narrative: As well as plot and character , stories take place somewhere and this is called a setting .	Compositional choices according to writing purpose <ul style="list-style-type: none"> • Dialogue can introduce a character and tell the reader more about them • Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts • Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) • Paragraphs break up the writing into manageable chunks for the reader to read and follow 	Sentence level Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2) Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Word level including punctuation Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, <u>an</u> open box</i>]	Grammatical terminology adverb (Y2) conjunction, preposition, inverted commas, direct speech, consonant vowel	Adaptations for Y4 curriculum Encourage children to accurately punctuate dialogue, using inverted commas and teach use of other punctuation to indicate direct speech . Ensure that they are remembering: new speaker, new line Teach and model how to use a greater range of nuanced vocabulary for the reporting clause (e.g. <i>she exclaimed... he gasped, etc</i>)
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 Persuade 10 steps Persuasive Speeches <i>Stella and the Seagull</i>	Genre features Speech: Will use first, second and third person narrative , to address the audience directly and also refer to yourself (the speaker) May switch between the past, present (Y2) and future tense	Compositional choices according to writing purpose <ul style="list-style-type: none"> • Often use 'you' (second-person narrative) to put the reader on the spot and make them think • Use facts to support opinions to make the reader take the writing more seriously • Sometimes use rhetorical questions to make the reader think more deeply about the subject • Use of alliteration helps to make a phrase more memorable and stick in their mind 	Sentence level Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)	Word level including punctuation Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)	Grammatical terminology adverb, apostrophe, tense (past, present) (Y2)	Adaptations for Y4 curriculum Ensure that children are secure with clear paragraphing, outlining one argument per paragraph Teach the use of the power of three within persuasive writing, and encourage use within their speeches
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	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
<p>Entertain 15 steps Personal Narrative (memoir)</p> <p><i>Jabari Jumps, The Proudest Blue, Ralph Tells a Story</i></p>	<p>Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Dialogue can introduce a character and tell the reader more about them Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow 	<p>The present perfect tense can be used to indicate the something started in the past but is still relevant now</p> <p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p>	<p>Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking</p>	<p>tense, verb (Y2)</p> <p>conjunction, inverted commas, direct speech</p>	<p>Encourage children to accurately punctuate dialogue, using inverted commas and teach use of other punctuation to indicate direct speech. Ensure that they are remembering: new speaker, new line</p> <p>Encourage use of greater range of nuanced vocabulary for the reporting clause (e.g. she exclaimed... he gasped, etc)</p> <p>Teach/ review the use of a fronted adverbial to indicate a change in time or place, punctuated with a comma to separate this from the main idea of the sentence</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
<p>Entertain (Poetry) 10 steps Calligrams</p> <p><i>Love that Dog</i></p>	<p>Poetry: Specific structures of poems can include calligrams, where a word or piece of text within the poem resembles the visual image related to the meaning of the words themselves</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Including adjectives to describe a noun (expanded noun phrases), helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p>adjective, noun, verb, comma (Y2)</p>	<p>Encourage adding detail to expanded noun phrases with range of prepositional phrases, for example, to aid visualisation for the reader</p>

SUMMER

 <p>Persuade 15 steps</p> <p>Persuasive Letters <i>Speak Up!</i> <i>Look Up!</i> <i>Clean Up!</i></p>	<p>Genre features</p> <p>Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think Use facts to support opinions to make the reader take the writing more seriously Sometimes use rhetorical questions to make the reader think more deeply about the subject Use of alliteration helps to make a phrase more memorable and stick in their mind 	<p>Sentence level</p> <p>The present perfect tense can be used to indicate the something started in the past but is still relevant now</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Word level including punctuation</p> <p>Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>Grammatical terminology</p> <p>apostrophe, tense (past, present) (Y2)</p> <p>preposition, present perfect tense</p>	<p>Adaptations for Y4 curriculum</p> <p>Encourage greater range of rhetorical devices for persuasive language, such as the power of three (repetition) and/ or use of anecdotes to support point</p> <p>Teach the use of Standard English forms for verb inflections to show the difference between speech/ dialect and written English</p>
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 <p>Inform 9 steps</p> <p>Instructions</p> <p>Neil Gaiman's <i>Instructions and Wolf in the Snow</i></p>	<p>Genre features</p> <p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions In order to tell the reader to do something, writers often use command sentences (Y2)</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Diagrams show the reader more details about the important parts of what they are finding out about (Y2) Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find 	<p>Sentence level</p> <p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened</p>	<p>Word level including punctuation</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p>Grammatical terminology</p> <p>comma, adverb (Y2)</p> <p>clause, subordinate clause, conjunction, preposition</p>	<p>Adaptations for Y4 curriculum</p> <p>Review the use of present perfect tense and encourage use in instructional writing (e.g. <i>when you have opened the door, walk inside...</i>)</p> <p>Teach/ review the use of a fronted adverbial to indicate a change in time or place, punctuated with a comma to separate this from the main idea of the sentence</p>
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	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
<p>Inform 10 steps</p> <p>Non-chronological report</p> <p><i>A Year Full of Celebrations and Festivals from Around the World</i></p>	<p>Non-Chronological Report: Captions and labels to add information to illustrations</p> <p>Index to guide reader to know how to find something specific they might be looking for</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Instead of repeating a name or proper noun too often (which can bore or frustrate the reader), writers can swap these for a different noun [e.g. the lady/ the boy, etc] or pronoun (e.g. she, he, they, it) to refer back to this person or thing</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>noun, verb, tense, past tense, present tense, comma, apostrophe (Y2)</p> <p>clause, subordinate clause, paragraph, conjunction, pronoun</p>	<p>Teach the use of apostrophe for plural possession (e.g. <i>the girls' presents.... the boys' clothing.... the children's party</i>)</p> <p>Extend the use of a range of sentences with more than one clause, joined by a wider range of conjunctions</p> <p>Ensure that quotes are accurately punctuated using inverted commas and using other punctuation to indicate direct speech</p> <p>Teach/ review the use of Standard English forms for verb inflections to show the difference between speech/ dialect and written English</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
<p>Entertain 11 steps</p> <p>Narrative <i>The Iron Man</i></p>	<p>Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger As well as plot and character, stories take place somewhere and this is called a setting.</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Dialogue can introduce a character and tell the reader more about them Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow Zoom in (more detail) & spend longer on the most important moment in the writing to ensure that the reader is fully involved in this section 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking</p>	<p>comma, adverb (Y2)</p> <p>clause, subordinate clause, paragraph, conjunction, preposition, inverted commas</p>	<p>Teach wider range of figurative language to be used within their own narrative, such as the use of onomatopoeia, metaphor and/ or personification to create a vivid image in the reader's mind through comparison and use of the senses</p> <p>Encourage children to accurately punctuate dialogue, using inverted commas and teach use of other punctuation to indicate direct speech. Ensure that they are remembering: new speaker, new line</p> <p>Teach/ review the use of a fronted adverbial to indicate a change in time or place, punctuated with a comma to separate this from the main idea of the sentence</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
<p>Entertain (Poetry) 5 steps Kennings</p> <p><i>Poems</i> <i>Aloud/</i> <i>Smile Out</i> <i>Loud</i></p>	<p>Poetry: Specific structures of poems can include kennings in which two words are combined to describe something</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Including <u>adjectives to describe a noun (expanded noun phrases)</u> helps the reader to create a more specific picture in their mind (Y2)</p>	<p><u>Commas can be used to separate items in a list,</u> so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p><u>adjective, noun, verb, comma (Y2)</u></p>	<p>Encourage a greater range of vocabulary within poems</p> <p>Encourage precise noun choices and use of pronouns in place of a noun, where appropriate</p>