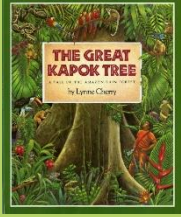
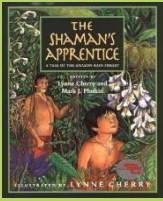
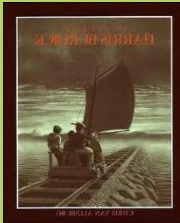





		Autumn 1 – Writing to Inform		Autumn 2 – Writing to Entertain	
<b>Core Texts</b>	 <p><b>Back to Basics</b></p>	 <p><b>The Barnabus Project</b> <b>The Fan Brothers</b></p>	 <p><b>The Iron Man</b> <b>Ted Hughes</b></p>		
<b>Short Burst Writing</b>	Slow Writes Sentence level work using picture prompts and short films stimuli	Descriptions, advertisements, letters of advice.	Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries		
<b>Outcomes draft → edit → publish</b>	<b>Foundational and prior knowledge secure</b>	<b>Instructional writing</b>	<b>Mystery Narratives</b>		
<b>Skills</b>	Sentence level work from previous years	expanded noun phrases; abstract nouns; fronted adverbials with commas; imperative verbs; modal verbs (Y4); prepositions; conjunctions for cause/time; present perfect tense; synonyms; contractions; sentence types; inverted commas for speech; cohesive adverbials; planning using headings/subheadings, include commas for clarity	making predictions using conjunctions and modal verbs; fronted adverbials; noun phrases and expanded noun phrases; prepositions; synonyms; similes; dialogue with inverted commas; present perfect tense; maintaining tense, emotion vocabulary; narrative structure (opening, build-up, problem, resolution); using adverbials for cohesion; character creation; rhetorical questions; descriptive writing; planning, drafting, editing.		
		Spring 1 - Writing to Inform/Entertain		Spring 2 - Writing to Entertain	
<b>Writing Root</b>	 <p><b>The Story of Tutankhamun</b> <b>Patricia Cleveland-Peck</b></p>	 <p><b>Poet Study - Andrew Fusek-Peters</b></p>	 <p><b>Cinderella of the Nile</b> <b>Beverley Naidoo</b></p>		
<b>Short Burst Writing</b>	Slow Writes, Setting descriptions, non-chronological report, fact file, speech	Choral, performance, reciting by heart, comparing and contrasting poems. Sentence level work to practice personification	Slow Writes, character development, journalistic writing, formal letters, short narrative writes		
<b>Outcomes draft → edit → publish</b>	<b>Non-chronological reports</b>	<b>Own version poem mirroring structure</b>	<b>Own version narratives</b>		
<b>Skills</b>	A' or 'an', headings and subheadings, subordinating clauses, present perfect tense, apostrophes for possession, organising writing into paragraphs, organisational devices (e.g., bullet points) adverbials of time/place/manner, developing complexity of sentence structure – prepositions. Imperative verbs	Structure, rhythm, rhyme, powerful verbs, contrasting verbs, repetition for effect, author mirroring, similes, personification. Choral and performance skills	Subordinating conjunctions, adverbs of place and manner, developing complexity of sentence structure – prepositions to show where? How? Why? Who? When? Organising work in paragraphs, discuss progressive form of verbs, formal vs informal		



	Summer 1 – Writing to Inform		Summer 2 -Writing to Entertain	
<b>Writing Root</b>	 <p><i>The Great Kapok Tree</i> Lynne Cherry</p>	 <p><i>The Shaman's Apprentice</i> By Lynne Cherry</p> <p>Extended cross-curricular writing as part of Rainforest topic in Geography</p>	 <p><i>The Mysteries of Harris Burdick</i> By Chris Van Allsburg</p>	 <p><i>ONCE UPON A PICTURE</i></p>
<b>Short Burst Writing</b>	Slow write, persuasive sentence building, fronted adverbials, questions, statements and commands	Slow writes, philosophical discussions Cross-curricular writing linked to work in geography	Slow write, setting description, fronted adverbials, varied sentences, paragraphs	Independent writes Using picture prompts and film stimuli
<b>Outcomes draft → edit → publish</b>	<b>Debates and Argument Persuasive</b>	<b>Explanation Text</b>	<b>Mystery narrative</b>	<b>Consolidating and securing skills taught</b>
<b>Skills</b>	Ending sentences with ly word Compare different sentence types Organise writing into paragraphs Distinguish between main and subordinate clause, formal and informal language, linking ideas within paragraphs	A or an, present perfect tense, expressing time, place and cause using conjunctions (when, before, after, because), expressing time and cause using prepositions (during, in, because of), fronted adverbials with commas, organising writing into paragraphs, using pronouns for cohesion (he/she/they/it/this/that).	Begin sentences with an –ing opener, use drop-in –ing clauses, build tension with varied sentence starters, describe settings using expanded noun phrases, use fronted adverbials to create mystery, cohesion across paragraphs, use pronouns for cohesion, relative clauses	Apply fronted adverbials, varied sentence starters, pronouns for cohesion, expanded noun phrases for description, –ing openers and dropin –ing clauses, construct sentence of three actions, prepositions and conjunctions for clarity, organise writing into paragraphs, punctuate dialogue accurately, build atmosphere with precise vocabulary. checking tense for narrative consistency



# Nidderdale Curriculum Map - Year 3/4

