

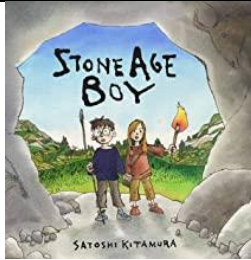


Writing Long Term Planning Class 2 Year 3 and 4

Cycle 1 2025

Our curriculum is currently evolving due to changes in mixed aged classes for this academic year

Term	English Text	Spoken Language (based on Oracy Cambridge Voice 21) Y3/4- <i>developing</i> <i>skills</i>	Grammar, spelling and punctuation	Learning outcomes	Published Piece
Aut A (1) 2025	Place Value of Punctuation and Grammar A focus on transcription.	To be able to read sentences out loud ensuring these are grammatically accurate	Common nouns and proper nouns, Verbs- being, regular action, irregular action and verb phrases, Building single clause sentences using subject/ verb focus. Single clause sentences using pronouns, Coordinating conjunctions to join clauses and compound subjects,	To be able to write compound sentences using coordination.	To be able to read our sentences aloud to others
Aut A	Stone Age Boy by Satoski Kitamura	They will adapt their register and grammar depending on the piece e.g. less formal for a diary and	Y3- <ul style="list-style-type: none"> Children can use coordinating conjunctions <i>e.g. They stopped to talk to each other,</i> 	Character description Narrative writing Diary Entry	Narrative adapted from Stone Age Boy or Girl



Children will also be exposed to quality character descriptions, information writing and diary entries prior to writing for purpose

more formal for an information piece.

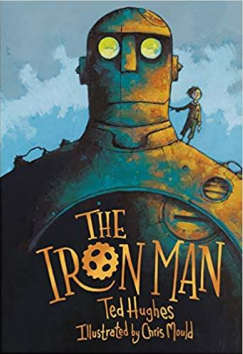
so that they could understand more.

- Children can use subordinating conjunctions to vary their sentences *e.g. When the boy spotted the cave, he was very excited.*
- Children can write consistently in past and present tense
- Children begin to write in paragraphs around a theme
- Use apostrophes for possession *e.g. the girl's hand shook nervously.*
- Children begin to use dialogue punctuation accurately within a narrative
- Children use prepositions in their writing *e.g. Under the silvery moon, the deer walked majestically.*
- Using personal dictionaries, thesaurus and dictionaries
- Proof reading and revising writing

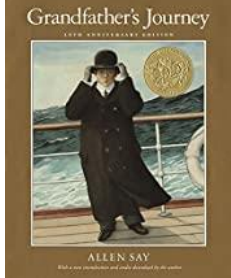
Y4-

- Children use a variety of sentence openers.
- Children are able to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases *e.g. the*

			<p><i>tiny boy, with a missing toothy grin.</i></p> <ul style="list-style-type: none">• Children use fronted adverbials with commas after e.g. <i>Later that day, I heard the bad news.</i>• Children use paragraphs to organise ideas around a theme• Children know the difference between plural and possessive -s e.g. <i>Look at all those boys over there.</i> (plural) and <i>That is the boy's home.</i> (possessive)• Children know the standard English forms for verb inflections e.g. <i>We were throwing a stick</i> rather than <i>We was throwing a stick.</i>• Children use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The boy shouted, "Sit down!"• Children use apostrophes to mark plural possession e.g. the girl's name, the girls' names.• Proof reading and revising• Using dictionaries and thesauri		
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<p>Aut B</p>	<p>The Iron Man by Ted Hughes</p>  <p>Children will also be exposed to quality character descriptions, biographical writing, persuasive writing and instructions prior to writing for purpose</p>	<p>When reading aloud instructions, a good communicator will:</p> <p>Take turns</p> <p>Listen and respond appropriately</p> <p>Use time well, ensuring instructions are timely so that stages occur in the right order and right time to ensure something happens.</p> <p>Structure talk appropriately so that content is relevant, clear and comprehensible to listeners.</p>	<p>Y3-</p> <ul style="list-style-type: none"> • Children can use adverbs e.g. the Ironman walked <i>determinedly</i> towards the boy. • Children can use <i>simile</i> e.g. <i>the rusted iron like burnished autumn leaves.</i> • Children recognise metaphor e.g. <i>His great iron head shaped like a dustbin but as big as a bedroom</i> • Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (The Ironman edged closer, yet still he couldn't see him)</i> • Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i> • Children express time, place and cause using prepositions e.g. <i>before, after, during</i> • Children use expanded noun phrases e.g. <i>piercing, dagger-like eyes staring</i> • Children use commas to separate items in a list e.g. <i>the wary, scared look in his eyes.</i> • Children begin to organise their writing into paragraphs 	<p>Narrative writing</p> <p>Instructions on how to capture the Ironman</p>	<p>Character description/ Persuasive letter</p>
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			<ul style="list-style-type: none"> • Proof reading and revising writing <p>Y4-</p> <ul style="list-style-type: none"> • Children use a variety of sentence openers. • Children are able to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the colossal iron monster, with jagged, lethal claws.</i> • Children use fronted adverbials with commas after e.g. <i>Later that day, I heard the bad news.</i> • Children use paragraphs to organise ideas around a theme • Children use conjunctions to express time, cause, and place e.g. <i>when, before, after, while, so, because.</i> • Children use pronouns and nouns appropriately within and across sentences to aid cohesion and avoid repetition. 		
Spring A (1)	Grandfather's Journey by Allen Say	A skilful communicator will be able to read aloud with good voice projection .	<p>Y3-</p> <ul style="list-style-type: none"> • Using –ed past tense to build vocabulary e.g. the man <i>marvelled</i>...the man felt <i>bewildered</i>...the man <i>longed</i> for. 	Setting description Writing letters Writing a recount	Recount writing



Children will also be exposed to quality character and setting descriptions, letter and recount writing prior to writing for purpose

They will use **facial expression and gesture** to convey feelings and emotions.

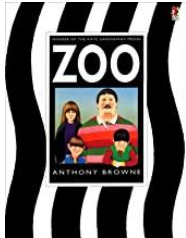
They will select appropriate **vocabulary** to interest and engage the listener.

They will read aloud with **liveliness and flair** to interest and engage the listener.


- Children can use adverbs e.g. the sea rocked *gently* to and fro that evening.
- Children can use simile e.g. the water was *as still as* a sheet of glass.
- Children can express time, place and cause conjunctions e.g. *since, so, yet, (The man felt so homesick, since he was far from home)*
- Children express time, place and cause using adverbs e.g. *then, next, therefore*
- Children express time, place and cause using prepositions e.g. *before, after, during (Before his journey the man packed his clothes securely in a trunk).*
- Children use expanded noun phrases e.g. *thrashing, bashing waves.*
- Children use commas to separate items in a list e.g. *thrashing, bashing*
- Children begin to organise their writing into paragraphs
- Proof reading and revising writing

Y4-

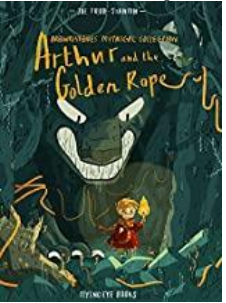
			<ul style="list-style-type: none">• Children recognise and use the progressive (continuous) form of verbs to indicate ongoing actions (e.g. he was marvelling, they were feeling).• Use adverbs to modify verbs, adjectives, and other adverbs with more precision e.g. "The sea rocked gently to and fro that evening".• Use fronted adverbials to indicate time, place, and manner (e.g. "That evening, the sea rocked gently."), and punctuate these correctly with commas.• Understand and use similes and other figurative language (metaphors, personification) to add description and effect (e.g. "The water was as still as a sheet of glass").• Begin to use varied descriptive language to enrich narrative writing.• Use a wider range of conjunctions and subordinating conjunctions to express time, cause, and place, including more complex examples (e.g. although, however, since, whereas).• Use conjunctions to join clauses and create more complex sentences (e.g. "The		
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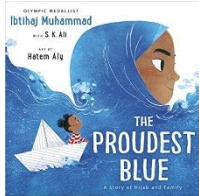
			<p>man felt homesick since he was far from home, although he tried to be brave.”).</p> <ul style="list-style-type: none"> • Children organise writing into paragraphs. • Children proof read and revise writing. 		
<p>Spring A (2)</p>	<p>Zoo by Anthony Brown</p>  <p>Children will also be exposed to quality character descriptions, instruction writing and limerick poetry prior to writing for purpose</p>	<p>A good communicator will manage and guide interactions during discussions and debates e.g. they will try to see it from another’s viewpoint and begin to encourage others to do so too. They will listen actively and respond appropriately to others’ contributions.</p> <p>They will begin to summarise and be able to take on board the views of others using these in their interactions.</p> <p>They will seek information by asking questions.</p>	<p>Y3-</p> <ul style="list-style-type: none"> • Children can use coordinating conjunctions e.g. <i>Dad always tells me off, because I am the oldest! It is not fair!</i> • Children can use subordinating conjunctions to vary their sentences e.g. <i>When Dad argued with the ticket man, I felt embarrassed!</i> • Children can write consistently in past and present tense • Children can write in paragraphs around a theme • Use apostrophes for possession e.g. <i>Dad commented on the tiger’s sharp teeth’</i> • Use dialogue punctuation consistently within text • Children use prepositions in their writing e.g. <i>On top of their heads they wore their monkey hats! The penguins huddled next to the pool.</i> 	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others (thinking about the views, feelings and experiences of dad, the children and mum)</p> <p>Character description built around feelings, beliefs, views and experiences</p> <p>Instructions (how to look after animals)</p>	<p>Information Booklet (non-chronological report) about animals</p>

		<p>Content will be organised so that it is interesting, engaging and relevant to the listener.</p>	<p>Y4-</p> <ul style="list-style-type: none"> • Using personal dictionaries, thesaurus and dictionaries • Proof reading and revising writing • Understand and use different types of sentences: statements, questions, commands, and exclamations. • Use a variety of sentence openers. • Use and understand expanded noun phrases to add description and specification. • Use fronted adverbials <i>e.g.</i>, “<i>Suddenly,</i>” “<i>After lunch,</i>” and use commas after them. • Use conjunctions to express time, cause, and place <i>e.g.</i>, <i>when, before, after, while, so, because.</i> • Use capital letters, full stops, question marks, and exclamation marks correctly. • Use commas after fronted adverbials. • Use apostrophes correctly to mark singular and plural possession <i>e.g.</i>, <i>the girl’s book, the boys’ games.</i> • Use inverted commas (speech marks) to punctuate direct speech. 	<p>Writing a limerick poem about my Dad or an animal inspired by the Zoo</p>	
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			<ul style="list-style-type: none"> • Use commas to separate items in a list. • Use prepositions to express time and place e.g., before, after, during, in, because of. • Use paragraphs to group related ideas. • Use standard English forms for verb inflections instead of local spoken forms e.g. “we were” not “we was”. • Use a thesaurus to vary vocabulary. 		
Spring B	<p>Invasions Unit Literacy Shed</p>  <p>Children will also be exposed to quality character and setting descriptions, logs and journals prior to writing for purpose</p>	<p>A skilful communicator will adopt a more formal register for reading aloud the Ship’s Log, reflecting the importance of this recount.</p> <p>A skilful communicator will be able to read aloud with good voice projection.</p> <p>They use good pace, tonal variation and clear pronunciation to communicate their writing.</p>	<p>Y3-</p> <ul style="list-style-type: none"> • Children can use coordinating conjunctions <i>e.g. but, or, and (the alien was frantic and afraid)</i> • Children can use subordinating conjunctions to vary their sentences e.g. <i>Although</i> I was very nervous, I still opened the door to my ship. • Children can write consistently in past and present tense • Children can write in paragraphs around a theme • Children use prepositions in their writing e.g. <i>Beneath</i> the swirling dust, an alien stood. 	<p>Character description</p> <p>description of a settings</p> <p>Ship log journals</p>	Ship’s Log Journal

		<p>They structure and organise their talk so that it is relevant, clear and comprehensible for the listener.</p>	<ul style="list-style-type: none"> • Using personal dictionaries, thesaurus and dictionaries • Proof reading and revising writing • Begin to use fronted adverbials in their writing e.g. <i>Fearsomely, the alien let out a powerful roar!</i> <p>Y4-</p> <ul style="list-style-type: none"> • Choose words and phrases for effect, including adjectives, adverbs, and powerful verbs. • Use a variety of sentence structures, including simple, compound, and complex sentences. • Understand and use different sentence types: statements, questions, exclamations, and commands. • Children can write in paragraphs to organise ideas. • Use a thesaurus to find synonyms and expand vocabulary. • Use fronted adverbials to indicate time, place, manner, or degree (e.g., 'In the morning,' 'With great enthusiasm'). • Punctuate fronted adverbials with commas. • 		
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<p>Summer A</p>	<p>Arthur and the Golden Rope</p>  <p>Children will also be exposed to quality character and setting descriptions, and diary entries prior to writing for purpose</p>	<p>Skilful speakers are able to show self-assurance when reading aloud to others.</p> <p>They choose vocabulary for effect to interest and engage the reader.</p> <p>They read with liveliness and flair.</p> <p>They will use facial expression and gesture to convey feelings and emotions.</p>	<p>Y3-</p> <ul style="list-style-type: none"> Children can use coordinating conjunctions e.g. <i>because, or, and</i>. Children can use subordinating conjunctions to vary their sentences e.g. <i>whilst the wolf crept towards him, Arthur thought carefully</i>. Children can write consistently in past and present tense Children can write in paragraphs around a theme Children use prepositions in their writing e.g. <i>in front of his very eyes, the gleaming gem glistened</i>. Using personal dictionaries, thesaurus and dictionaries Proof reading and revising writing Begin to use fronted adverbials in their writing e.g. <i>Bravely Arthur faced the lion, even though his heart was beating frantically in his chest</i>. <p>Y4-</p> <ul style="list-style-type: none"> Understand and use different sentence types: statements, questions, exclamations, and commands. Use a range of conjunctions to join clauses e.g., <i>'because,' 'although,' 'if'</i>. 	<p>Use drama to tell parts of the story</p> <p>Describe character</p> <p>Describe setting</p> <p>Write a powerful opening paragraph</p>	<p>Write a diary entry where Arthur first sees the wolf.</p>
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			<ul style="list-style-type: none"> • Understand and use subordinating clauses to add detail and complexity to sentences. • Use direct speech with appropriate punctuation e.g. <i>'He said, "Hello."</i> • Begin to use indirect speech e.g. <i>'He greeted me warmly'</i>. • Use apostrophes to indicate possession e.g. <i>Arthur's sword</i>. • Organise writing into paragraphs around a theme or idea. • Use commas to separate items in a list. • Use apostrophes for contractions and possession. • Use inverted commas (speech marks) to punctuate direct speech. 		
Summer B (2)	The Proudest Blue by Ibtihaj Muhammad 	<p>A skilful communicator will build on the views of others.</p> <p>They will be able to summarise what is happening.</p>	<p>Y3-</p> <ul style="list-style-type: none"> • Children are able to use simile to describe e.g. the hijab is blue like the bluest sky. • Children can use coordinating conjunctions e.g. Faizah wanted a hijab the same as Aishya's, <i>because</i> blue was her favourite colour. 	<p>Articulate and justify answers, arguments and opinions (thinking about the experience of Asiya)</p>	<p>Write own Haiku poem to describe the sea</p>

	<p>Children will also be exposed to quality descriptions, 1st person narratives and Haiku poems prior to writing for purpose</p>	<p>They will seek information and clarity through questioning.</p> <p>They will give reasons to support their views based on what they have read and their real world experience.</p> <p>They will be able to take turns and actively listen and respond.</p>	<ul style="list-style-type: none"> • Children can use subordinating conjunctions to vary their sentences e.g. Faizah felt proud of Asiya's Hijab, <i>but</i> embarrassed that people didn't understand. • Children can write consistently in past and present tense • Children can write in paragraphs around a theme • Children can use apostrophes for possession with confidence e.g. Asiya's hijab • Children use prepositions in their writing e.g. the boat travelled <i>through</i> the deep blue • Using personal dictionaries, thesaurus and dictionaries • Proof reading and revising writing <p>Y4-</p> <ul style="list-style-type: none"> • Use a variety of sentence structures, including simple, compound, and complex sentences. • Use expanded noun phrases to convey detailed information and descriptions e.g. the vibrant, gleaming ocean. • Using personal dictionaries, thesaurus and dictionaries • Proof reading and revising writing. 	<p>Build vocabulary to describe the sea</p> <p>Descriptions of the sea setting (using senses)</p> <p>Retell the story from Asiya's point of view</p>	
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			<ul style="list-style-type: none">• Choose words and phrases for effect, including adjectives, adverbs, and powerful verbs.• Use possessive apostrophes accurately.		
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