



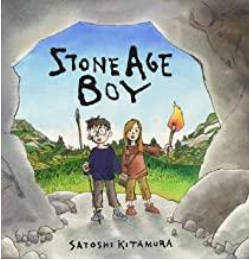
Writing Long Term Planning Class 2 Year 3 and 4

Progression in terms of independence and development as writers:

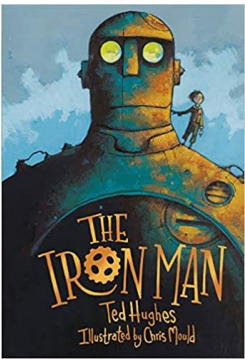
Term	Main Focus
Autumn 1	Sentence construction and transcription
Autumn 2	Description and paragraphing
Spring 1	Narrative structure and cohesion
Spring 2	Viewpoint and audience
Summer 1	Authorial voice and text organisation
Summer 2	Independent application of all skills

Cycle 1 2025-2026

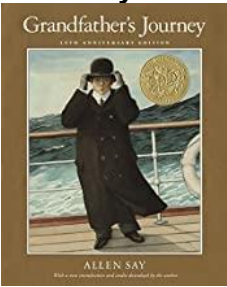
Term	English Text	Spoken Language (based on Oracy Cambridge Voice 21)	Grammar, spelling and punctuation	Learning outcomes	Published Piece

		<i>Y3/4- <u>developing skills</u></i>			
Autumn (2 week grammar focus)	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
Autumn	Stone Age Boy by Satoshi Kitamura  Children will also be exposed to quality character descriptions, information writing and diary entries prior to writing for purpose	They will adapt their register and grammar depending on the piece e.g. less formal for a diary and more formal for an information piece.	Y3- - Children can use coordinating conjunctions e.g. <i>They stopped to talk to each other, so that they could understand more.</i> - Children can use subordinating conjunctions to vary their sentences e.g. <i>When the boy spotted the cave, he was very excited.</i> - Children can write consistently in past and present tense - Children begin to write in paragraphs around a theme - Use apostrophes for possession e.g. <i>the girl's hand shook nervously.</i> - Children begin to use dialogue punctuation accurately within a narrative	Character description Narrative writing Diary Entry	Narrative adapted from Stone Age Boy or Girl

			• Children use prepositions in their writing e.g. <i>Under the silvery moon, the deer walked majestically.</i> • 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. <i>the tiny boy, with a missing toothy grin.</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 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</i>		
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			<i>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		
Autumn	The Iron Man by Ted Hughes  Children will also be exposed to quality character descriptions, biographical	When reading aloud instructions, a good communicator will: Take turns Listen and respond appropriately Use time well, ensuring instructions are timely so that stages occur in the right order and right time to ensure something happens. Structure talk appropriately so that	Y3- - 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>	Narrative writing Instructions on how to capture the Ironman	Character description/ Persuasive letter

	writing, persuasive writing and instructions prior to writing for purpose	content is relevant, clear and comprehensible to listeners.	• 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 • 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. <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>		
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			- Children use paragraphs to organise ideas around a theme - Children use conjunctions to express time, cause, and place <i>e.g. when, before, after, while, so, because.</i> - Children use pronouns and nouns appropriately within and across sentences to aid cohesion and avoid repetition.		
Spring	Grandfather's Journey by Allen Say  Children will also be exposed to quality character and setting descriptions, letter and recount writing prior to writing for purpose	A skilful communicator will be able to read aloud with good voice projection. 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.	Y3- - 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. - Children can use adverbs e.g. the sea rocked <i>gently</i> to and fro that evening. - Children can use simile e.g. the water was <i>as still as</i> a sheet of glass. - Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (The man felt so homesick, since he was far from home)</i> - Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i>	Setting description Writing letters Writing a recount	Recount writing

			- Children express time, place and cause using prepositions e.g. <i>before, after, during</i> (<i>Before his journey the man packed his clothes securely in a trunk</i>). - Children use expanded noun phrases e.g. <i>thrashing, bashing waves</i>. - Children use commas to separate items in a list e.g. <i>thrashing, bashing</i> - Children begin to organise their writing into paragraphs - Proof reading and revising writing Y4- - 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		
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			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 man felt homesick since he was far from home, although he tried to be brave.”). • Children organise writing into paragraphs. • Children proof read and revise writing.		
Spring	Zoo by Anthony Brown	A good communicator will manage and guide interactions during discussions and debates e.g. they will try to see it from	Y3- • Children can use coordinating conjunctions <i>e.g. Dad always tells me off, because I am the oldest! It is not fair!</i>	Consider and evaluate different viewpoints, attending to and building on the contributions of	Information Booklet (non-chronological report) about animals



Children will also be exposed to quality character descriptions, instruction writing and limerick poetry prior to writing for purpose

another's viewpoint and begin to encourage others to do so too. They will **listen actively and respond** appropriately to others' contributions.

They will begin to **summarise** and be able to take on board the **views of others** using these in their interactions.

They will seek information by asking **questions**.

Content will be organised so that it is interesting, engaging and relevant to the listener.

- Children can use subordinating conjunctions to vary their sentences e.g. *When Dad argued with the ticket man, I felt embarrassed!*
 - Children can write consistently in past and present tense
 - Children can write in paragraphs around a theme
 - Use apostrophes for possession e.g. *Dad commented on the tiger's sharp teeth'*
 - Use dialogue punctuation consistently within text
 - Children use prepositions in their writing e.g. *On top of their heads they wore their monkey hats! The penguins huddled next to the pool.*
 - Using personal dictionaries, thesaurus and dictionaries
 - Proof reading and revising writing
- Y4-
- 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.

others (thinking about the views, feelings and experiences of dad, the children and mum)

Character description built around feelings, beliefs, views and experiences

Instructions (how to look after animals)

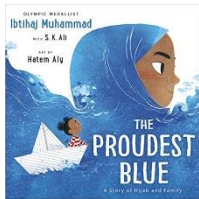
Writing a limerick poem about my Dad or an animal inspired by the Zoo

			• Use fronted adverbials e.g., “<i>Suddenly</i>,” “<i>After lunch</i>,” and use commas after them. • Use conjunctions to express time, cause, and place e.g., <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 e.g., <i>the girl’s book, the boys’ games</i>. • Use inverted commas (speech marks) to punctuate direct speech. • Use commas to separate items in a list. • Use prepositions to express time and place e.g., <i>before, after, during, in, because of</i>. • Use paragraphs to group related ideas. • Use standard English forms for verb inflections instead of local spoken forms e.g. “<i>we were</i>” not “<i>we was</i>”. • Use a thesaurus to vary vocabulary.		
Spring	Invasions Unit Literacy Shed	A skilful communicator will	Y3-	Character description	Ship’s Log Journal

	 Children will also be exposed to quality character and setting descriptions, logs and journals prior to writing for purpose	adopt a more formal register for reading aloud the Ship's Log, reflecting the importance of this recount. A skilful communicator will be able to read aloud with good voice projection. They use good pace, tonal variation and clear pronunciation to communicate their writing. They structure and organise their talk so that it is relevant, clear and comprehensible for the listener.	- 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 <i>e.g. Although I was very nervous, I still opened the door to my ship.</i> - Children can write consistently in past and present tense - Children can write in paragraphs around a theme - Children use prepositions in their writing <i>e.g. Beneath the swirling dust, an alien stood.</i> - Using personal dictionaries, thesaurus and dictionaries - Proof reading and revising writing - Begin to use fronted adverbials in their writing <i>e.g. Fearsomely, the alien let out a powerful roar!</i> Y4- - Choose words and phrases for effect, including adjectives, adverbs, and powerful verbs. - Use a variety of sentence structures, including simple, compound, and complex sentences.	description of a settings Ship log journals	
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			- 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.		
Summer	Arthur and the Golden Rope  Children will also be exposed to quality character and setting descriptions, and diary entries prior	Skilful speakers are able to show self-assurance when reading aloud to others. They choose vocabulary for effect to interest and engage the reader. They read with liveliness and flair. They will use facial expression and gesture to convey	Y3- - 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>.	Use drama to tell parts of the story Describe character Describe setting Write a powerful opening paragraph	Write a diary entry where Arthur first sees the wolf.

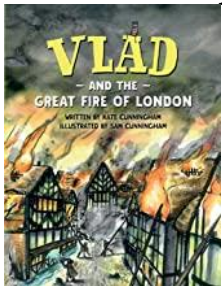
	to writing for purpose	feelings and emotions.	• Using personal dictionaries, thesaurus and dictionaries • Proof reading and revising writing • Begin to use fronted adverbials in their writing <i>e.g. Bravely Arthur faced the lion, even though his heart was beating frantically in his chest.</i> Y4- • Understand and use different sentence types: statements, questions, exclamations, and commands. • Use a range of conjunctions to join clauses <i>e.g., 'because,' 'although,' 'if'.</i> • Understand and use subordinating clauses to add detail and complexity to sentences. • Use direct speech with appropriate punctuation <i>e.g. 'He said, "Hello."</i> • Begin to use indirect speech <i>e.g. 'He greeted me warmly'.</i> • Use apostrophes to indicate possession <i>e.g. Arthur's sword.</i> • Organise writing into paragraphs around a theme or idea. • Use commas to separate items in a list.		
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			• Use apostrophes for contractions and possession. • Use inverted commas (speech marks) to punctuate direct speech.		
Summer B (2)	The Proudest Blue by Ibtihaj Muhammad  Children will also be exposed to quality descriptions, 1st person narratives and Haiku poems prior to writing for purpose	A skilful communicator will build on the views of others. They will be able to summarise what is happening. They will seek information and clarity through questioning. They will give reasons to support their views based on what they have read and their real world experience. They will be able to take turns and actively listen and respond.	Y3- • 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. • 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	Articulate and justify answers, arguments and opinions (thinking about the experience of Asiya) Build vocabulary to describe the sea Descriptions of the sea setting (using senses) Retell the story from Asiya's point of view	Write own Haiku poem to describe the sea

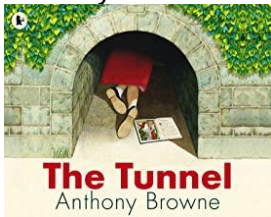
			Y4- • Using personal dictionaries, thesaurus and dictionaries • Proof reading and revising writing • Use a variety of sentence structures, including simple, compound, and complex sentences. • Use expanded noun phrases to convey detailed information and descriptions e.g. the vibrant, gleaming ocean. • Using personal dictionaries, thesaurus and dictionaries • Proof reading and revising writing. • Choose words and phrases for effect, including adjectives, adverbs, and powerful verbs. • Use possessive apostrophes accurately.		
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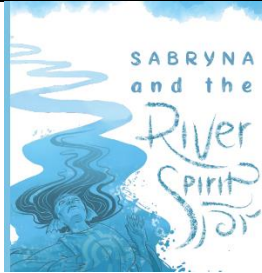
Cycle 2 2026- 2027

Term	English Text	Grammar, spelling and punctuation	Outcomes	Published Piece
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Autumn (2 week Focus)	Place Value of Punctuation and Grammar A focus on transcription.	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
Autumn	Vlad and the Great Fire of London by 	Y3: - Children can use powerful adjectives in their writing e.g. the flickering flame (Y3) - Children use apostrophes for possession with confidence e.g. the baker's oven (Y3) - Children use inverted commas for direct speech e.g. The girl muttered, 'I cannot go on any longer...' (Y3) - Children use coordinating conjunctions e.g. or, and, but (Y3) - Children use place and cause conjunctions e.g. since, so, yet, therefore (Y3) Y4: - Children can choose precise and powerful adjectives to create a	Pose and ask questions, Debate-speculating, discussing and hypothesising Question writing Diary entry Comic strips	Create a comic strip retelling the story from Boxton's point of view

		particular atmosphere in their writing e.g. <i>the ferocious, uncontrollable flames</i> (Y4) • Children can use apostrophes accurately for possession with singular and plural <i>nouns</i> e.g. <i>the baker's oven / the bakers' ovens</i> (Y4) • Children can punctuate direct speech accurately and use a range of reporting clauses and speech verbs e.g. <i>The girl muttered, 'I cannot go on any longer,' as she stumbled through the smoke.</i> (Y4) • Children can use coordinating conjunctions to join ideas and create varied sentences, choosing conjunctions such as and, but, or, so <i>appropriately</i> e.g. <i>The flames spread quickly, but the villagers refused to leave.</i> (Y4) • Children can use a range of subordinating conjunctions and adverbials to show cause, time and contrast e.g. <i>Although the fire was spreading rapidly, the villagers continued to</i>		
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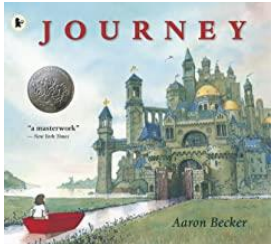
		<i>search for their belongings.</i> (Y4)		
Autumn	The Tunnel by Anthony Brown 	Y3: - Children can express time, place and cause conjunctions <i>e.g. since, so, yet,</i> - Children express time, place and cause using adverbs <i>e.g. then, next, therefore</i> - Children express time, place and cause using prepositions <i>e.g. before, after, during</i> - Children use expanded noun phrases <i>e.g. she walked through the mysterious, dark forest.</i> - Children use inverted commas for direct speech <i>e.g. 'It is so cold and empty in here' whispered the girl</i>	Re-telling –narrative Innovating a story Descriptive writing Setting description	Write own adventure narrative
Autumn 2	Sabryna and the River Sprites	Y3: Children are able to join words and clauses using and, but, because, so, when <i>e.g. The river was beautiful but the water was polluted.</i>	Setting description of the river Dialogue between Sabrina and her Father Kenning writing	To write a script for dialogue and act out to school assembly



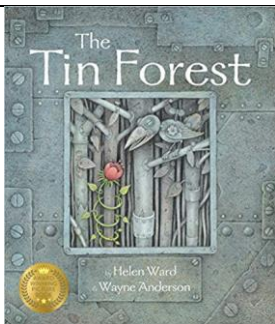
- Children know what an adjective is and can use expanded noun phrases to add detail e.g. *the dark, mysterious forest*.
- Children know what a verb is and can choose powerful verbs to describe actions e.g. *The river rushed through the valley*.
- Children are able to use adverbs to describe how an action happens e.g. *The water flowed silently*.
- Children are able to use commas in lists when writing descriptive phrases or kennings e.g. *dark, mysterious, dangerous*.
- Children are able to use capital letters and end punctuation accurately, including full stops, question marks and exclamation marks.
- Children are able to use speech marks/inverted commas to show what a character says e.g. *"We must save the river!"* Sabryna shouted.
- Children are able to use speech verbs to show how a character speaks e.g.

		<i>said, shouted, whispered, asked.</i> • Children are able to use first person pronouns such as I, we, my when writing a speech from a character's point of view. • Children are able to use fronted adverbials to describe when or where something happens e.g. <i>Along the riverbank, Sabryna waited.</i> Y4: • Children are able to join clauses using a wider range of conjunctions, including although, while, when, because, if e.g. <i>Although the river was polluted, it was still full of life.</i> • Children can use expanded noun phrases with carefully chosen adjectives and prepositional phrases to create precise descriptions e.g. <i>the dark, mysterious forest beside the rushing river.</i> • Children can choose precise and powerful verbs to create a particular image or mood e.g. <i>The furious river crashed against the rocks.</i>		
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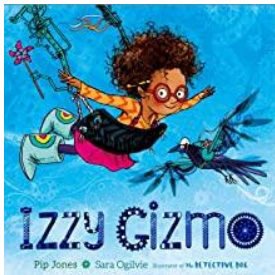
		• Children can use a range of sentence punctuation accurately to support meaning, including question marks and exclamation marks in dialogue and speech. • Children can punctuate direct speech accurately, including inverted commas, commas and appropriate punctuation, and can use reporting clauses e.g. <i>"We must save the river,"</i> whispered Sabryna. • Children can choose precise reporting verbs and adverbs to show how a character speaks e.g. <i>"Leave it alone!" Sabryna demanded angrily.</i> • Children can use first person consistently in a speech and select language appropriate to the character and audience. • Children can use a range of fronted adverbials to develop setting and control the pace of their writing e.g. <i>Without warning, the ancient river began to roar.</i> • Children can use a range of adverbs and adverbial		
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		phrases to add detail about how, when or where an action happens e.g. <i>Without warning, the water surged towards the village.</i> Children can use commas accurately, including after a fronted adverbial e.g. <i>As the sun disappeared, the river became darker.</i>		
Spring	The Journey by Aaron Becker 	Y3- - Children can use adverbs e.g. the cage rattled <i>noisily</i> - Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (The girl was lonely so she created her own world)</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>glinting, glowing lanterns</i> - Children can use powerful adjectives in their writing	Setting description Write an adjective poem Explore adding dialogue and speech bubbles to show interactions between characters Write a short narrative for the story from one of the character's points of view (1st person or 3rd person)	Write a narrative sequel to the Journey

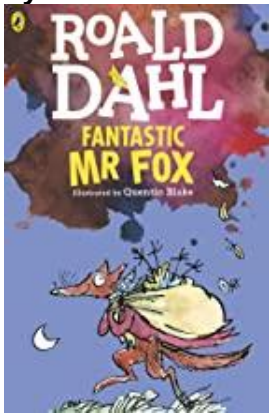
		e.g. The <i>glimmering, golden</i> cage Y4: • Children can choose precise adverbs to add detail to actions and create a particular effect e.g. <i>The girl stepped cautiously through the mysterious doorway.</i> • Children can use a wider range of conjunctions to express time, place, cause and contrast e.g. <i>Although she was frightened, she continued through the doorway.</i> • Children can use adverbs and adverbial phrases to express time, place and cause and link ideas within their writing e.g. <i>Eventually, the girl reached the magnificent city.</i> • Children can use prepositions and prepositional phrases to give precise information about time and place e.g. <i>The girl walked through the enormous archway and waited beside the shimmering lake.</i>		
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		- Children can develop expanded noun phrases using carefully chosen adjectives and prepositional phrases e.g. <i>the ancient, golden castle beyond the misty mountains.</i> - Children can select precise and powerful adjectives to create atmosphere and convey mood e.g. <i>the ominous, shadowy forest.</i>		
Spring	 The Tin Forest by Helen Ward	Y3- - Children know can use adverbs e.g. The tiger's eyes were gleaming <i>brightly.</i> - Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (The old man dreamed of beauty, yet all he had was rubbish!)</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,</i>	Pose and ask questions, discussing and debating issues raised in the text Extend vocabulary to write a poem to describe the old man's dream Explore character, feelings and emotions Write a setting description to describe the Tin Forest (before and after)	Write a persuasive letter to persuade people to transform the Tin Forest

		<i>after, during (During the night the old man dreamed)</i> • Children use expanded noun phrases e.g. <i>The cold, metal forest.</i> • Children can use powerful adjectives in their writing e.g. the <i>delicate</i> flowers...the <i>soothing</i> tiger. Y4: • Children can choose precise adverbs to add detail to actions and create a particular effect e.g. <i>The old man slowly wandered through the grey forest.</i> • Children can use a wider range of conjunctions to express time, cause and contrast e.g. <i>Although the forest was dark and lifeless, the old man continued to dream of a better place.</i> • Children can use adverbs and adverbial phrases to express time, place and cause and link ideas within their writing e.g. <i>Eventually, colourful flowers began to appear throughout the forest.</i> • Children can use prepositions and prepositional phrases to		
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		give precise information about time and place e.g. <i>The old man walked through the tangled forest and sat beside the rusty tin trees.</i> - Children can develop expanded noun phrases using carefully chosen adjectives and prepositional phrases e.g. <i>the bright, colourful flowers beneath the towering trees.</i> - Children can select precise and powerful adjectives to create atmosphere and show how a setting changes e.g. <i>the bleak, lifeless landscape slowly became a vibrant, flourishing forest.</i>		
Spring	Izzy Gizmo by Pip Jones 	Y3- - Children can use adverbs e.g. knead the dough <i>firmly</i> - Children can express time, place and cause conjunctions e.g. <i>since, so, yet,</i> - Children express time, place and cause using adverbs e.g. <i>then, next, therefore</i> (next roll the dough out as flat as you can)	Verbally explain to another how to use an pasta machine Write instructions Write explanations Write a character description for Izzy Write a description of one of her inventions	Write an explanation for the great Spagsonic Pasta Machine!

		- Children express time, place and cause using prepositions e.g. <i>before, after, during (before you roll out the dough, you must knead it)</i> - Children use expanded noun phrases e.g. <i>sticky, tacky dough...</i> Y4: - Children can choose precise adverbs and adverbial phrases to add detail to actions and instructions e.g. <i>knead the dough firmly and carefully.</i> - Children can use a wider range of conjunctions to express time, cause and contrast e.g. <i>Izzy persevered although her inventions did not always work.</i> - Children can use a range of adverbs and adverbial phrases to sequence events and show cause e.g. <i>Eventually, Izzy discovered a solution. / As a result, the machine began to work.</i> - Children can use prepositions and prepositional phrases to give precise information		
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		about time and place e.g. <i>Before carefully assembling the machine, Izzy checked that she had all the parts.</i> Children can develop expanded noun phrases using carefully chosen adjectives and prepositional phrases e.g. <i>the enormous, complicated machine with its tangled wires.</i>		
Summer	Fantastic Mr Fox by Roald Dahl 	Y3- - Children can use adverbs e.g. Mr Fox crept <i>cautiously</i> out of his burrow - Children can express time, place and cause conjunctions e.g. <i>since, so, yet, (the small foxes were exhausted, yet they kept on digging)</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 (before they could feast, they needed to</i>	Use hot seating to explore character Write a Character description for Mr Fox, Boggis, Bunce or Bean Write a dialogue between two characters Recount events from 2 different view points e.g. Mr Fox's and Badger's.	Write a newspaper report to cover the events of Fantastic Mr Fox

		<i>get the food back to Mrs Fox)</i> - Children use expanded noun phrases e.g. <i>sickly, sweet cider</i> Y4: - Children can choose precise adverbs and adverbial phrases to add detail to actions and show how a character is feeling e.g. <i>Mr Fox crept silently and cautiously towards the farmhouse.</i> - Children can use a wider range of conjunctions to express time, cause, condition and contrast e.g. <i>The farmers were furious because Mr Fox had outwitted them again. / Although the foxes were exhausted, they continued digging.</i> - Children can use a range of adverbs and adverbial phrases to sequence events and show relationships between ideas e.g. <i>Eventually, Mr Fox reached the cider cellar. / As a result, the farmers became even more determined to catch him.</i>		
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		- Children can use prepositions and prepositional phrases to give precise information about time and place e.g. <i>After escaping from the farmhouse, Mr Fox hurried through the dark tunnel towards his family.</i> - Children can develop expanded noun phrases using carefully chosen adjectives and prepositional phrases to create vivid descriptions e.g. <i>the enormous, golden-brown feast inside the underground tunnel.</i>		
Summer	Zahra (Literacy Shed) 	Y3: - Children use expanded noun phrases e.g. <i>striking, vibrant face paint</i> - To write in past and present tense accurately - Children can use adverbs e.g. Zahra shuffled <i>watchfully</i> across the ground - Children can express time, place and cause conjunctions e.g. <i>since, so, yet,</i>	Ask (and write) questions and give statements. character description Learn to write action sentences Write and use drama to reenact speech/ dialogue sentences Narrative opening 3rd person narrative	Children write a narrative in 3 rd person

		• 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 inverted commas to punctuate speech and dialogue consistently and accurately in a piece of writing Y4: • Children can develop expanded noun phrases using carefully chosen adjectives and prepositional phrases to create vivid descriptions e.g. <i>Zahra's striking, vibrant face paint with intricate patterns.</i> • Children can select and maintain the appropriate tense throughout their writing and understand when to use past and present tense e.g. <i>Zahra walked cautiously through the village. / The soldiers search the streets carefully.</i>		
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		• Children can choose precise adverbs and adverbial phrases to describe actions and create atmosphere e.g. <i>Zahra shuffled silently and watchfully across the dusty ground.</i> • Children can use a wider range of conjunctions to express time, cause, condition and contrast e.g. <i>Zahra continued her journey although she was frightened.</i> • Children can use a range of adverbs and adverbial phrases to sequence events and show time, place and cause e.g. <i>Eventually, Zahra reached the village. / As a result, she had to change her route.</i> • Children can use prepositions and prepositional phrases to give precise information about time and place e.g. <i>Before sunrise, Zahra left the village and travelled across the dry, dusty lane.</i>		
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