



YEAR 3 AND 4 – WRITING PROGRESSION - CYCLE A

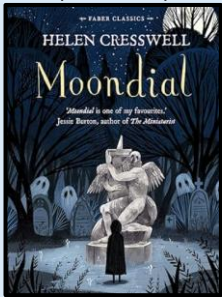
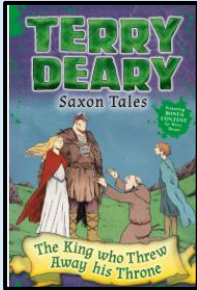
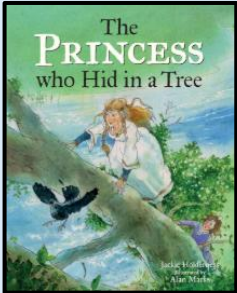
EAST RAVENDALE C OF E PRIMARY SCHOOL

At East Ravendale, we strive to develop independent, self-motivated and inquisitive learners of all ages. We celebrate our uniqueness and value all as God's children. We aim to give all members of our community opportunities to succeed, now and in the future, knowing they are safe and valued.

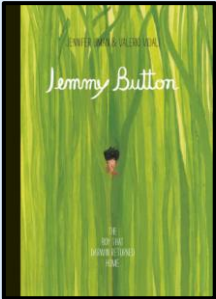
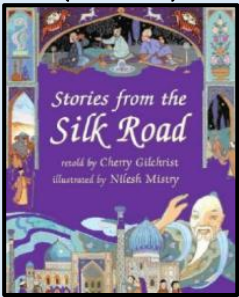
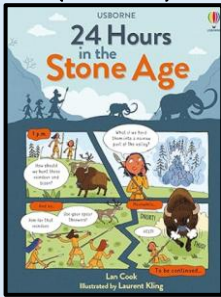
Our vision is underpinned by our core values of wonder, belief and joy.

“I can do all things through God who strengthens me.” Philippians 4:13

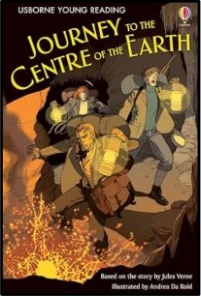
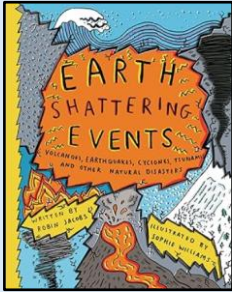
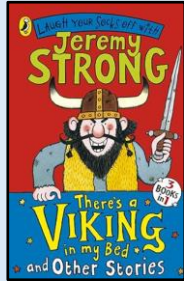
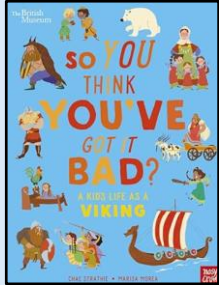


Year 3 and 4 - Cycle A	Autumn 1 Our Location: The UK		Autumn 2 The Anglo-Saxons	
Text for writing focus	Moondial by Helen Cresswell (6 weeks)  Genre: Fiction		The King who Threw Away his Throne by Terry Deary (3 weeks)  Genre: Fiction (based in non-fiction)	The Princess who Hid in a Tree by Jackie Holderness (3 weeks)  Genre: Fiction
Why this, why now?	Moondial is set at Belton House in Lincolnshire, helping us explore a famous local landmark while learning about our place within the UK. Through the story, we will make connections between local history, heritage and the wider geography and culture of Britain.		The King Who Threw Away His Throne brings the Anglo-Saxon period to life through an engaging story of kingship, power and change. As we learn about the Anglo-Saxons, the book helps us understand how people lived, ruled and shaped the foundations of England we know today.	The Princess Who Hid in a Tree helps bring the Anglo-Saxon period to life through a story of courage, leadership and life in early England. As we study the Anglo-Saxons, the book deepens our understanding of the people, beliefs and events that helped shape our country's history.
Main outcome	Character description		Non-chronological report	Diary
Purpose for writing	To inform, to entertain		To inform	To inform, to entertain
Retrieval writing opportunities	Short diary entry in the role of a character; note of advice from one character to another; descriptive writing of Belton House.	Thought bubbles for characters; short post card from Belton House; character flashback.	Letter from King Vortigern to the Romans; speech bubbles between Vortigern and the Saxon brothers; description of Saxon clothing.	Thought bubble of princess in the tree; character description of princess; letter to a friend from the princess.
Grammar, punctuation and spelling coverage.	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 1 - 3 Words that are homophones and near homophones.	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 4 - 6 Words with the prefix sub meaning below or further divided	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 7 - 9 - Words with the suffix ation. - Words with the suffix ation. - Words with the suffix ly.	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 10 - 12 - Words ending in lly. - Words where the ch sound makes a sh sound.

	- Words with the prefix in meaning not - Words with the prefixes im il in	- Words with the prefix inter meaning between or among - Challenge words 4.6		Challenge words 4.12
	Sentences: - Expanded noun phrases/noun phrases - Adverbs to describe actions - Subordinate and coordinating conjunctions	Sentences: - Use and punctuate direct speech - Extend noun phrases by modifying adjectives - Use conjunctions, adverbs and prepositions to express time and cause	Sentences: - Extend sentences using more than one clause by using a wider range of conjunctions, including when, if, because, although - Use fronted adverbials	Sentences: - Expanded noun phrases/noun phrases - Verbs (imperative) - Past tense verbs - Adverbs to describe actions - Emotive language
	Punctuation: - Apostrophes for singular possession - Commas after a fronted adverbial - Use commas in expanded noun phrases	Punctuation: - Apostrophes for singular possession - Commas after a fronted adverbial - Inverted commas	Punctuation: - Use commas after fronted adverbials - Use commas in expanded noun phrases	Punctuation: - Use commas after fronted adverbials - Use commas in expanded noun phrases
	Text and genre features: - Paragraphs to organise sentences - Adverbials for cohesion between paragraphs - Adverbs	Text and genre features: - Paragraphs to organise sentences - Sequenced events	Text and genre features: - Title - Fact boxes - Subheadings to sort information - Conjunctions	Text and genre features: - First person pronouns/ third person - Sequenced events - Adverbials for cohesion between paragraphs - Adverbs - Emotive language

Year 3 and 4 - Cycle A	Spring 1 UK and European Trade		Spring 2 Stone Age to Iron Age Britain	
Text for writing focus	Jemmy Button by Alix Barzelay (3 weeks)  Genre: Non-fiction	Stories from the Silk Road by Cherry Gilchrist (3 weeks)  Genre: Fiction from non-fiction sources	The Stolen Spear by Saviour Pirotta (3 weeks)  Genre: Fiction	24 Hours in the Stone Age by Lan Cook (3 weeks)  Genre: Non-fiction
Why this, why now?	Jemmy Button explores journeys, trade and connections between different parts of the world. As we learn about UK and European trade, the story helps us understand how travel, exchange and relationships between countries have shaped lives, cultures and opportunities across the world.	Stories from the Silk Road helps us explore how goods, ideas and cultures travelled between different countries. As we learn about UK and European trade, the book shows how trade routes have connected people for centuries, shaping economies, lifestyles and relationships across the world.	The Stolen Spear brings Stone Age Britain explores Stone Age life through an exciting story of survival, discovery and change. As we study the journey from the Stone Age to the Iron Age, the book helps us understand how people lived, adapted and developed new ways of life over time.	24 Hours in the Stone Age gives us a fascinating glimpse into everyday life in prehistoric Britain. As we learn about the Stone Age to Iron Age, the book helps us understand how people lived, worked and adapted, and how these changes shaped the Britain we know today.
Main outcome	Information report	Narrative	Diary (recount)	Explanation text
Purpose for writing	To inform	To entertain	To inform	To inform
Retrieval writing opportunities	Description of a pearl button, speech bubbles between Jemmy and English gentlemen, post card home from Jemmy.	News headline from the Silk Road, letter from a traveller on the Silk Road, diary entry from the journey.	Description of Stone Age weaponry, post card from Stone Age settlement, character flashback.	Instructions to build a Stone Age shelter, thought bubbles from Stone Age, description of Stone Age animals.
Grammar, punctuation	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 13 - 15	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 16 - 18	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 19 - 21	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 22 - 24

and spelling coverage.	- Words ending in sion. - Words ending in ous. - Words ending in ous including where ge from the base word remains.	- Words where a suffix is added to words ending in y. - Words ending in ious and eous. - Challenge words 4.18.	- Words where au makes an or sound. - Words ending in tion. - Words ending in ssion.	- Words ending in cian. - Words that are adverbs of manner. - Challenge words 4.24.
	Sentences: - Extend sentences using more than one clause by using a wider range of conjunctions, including when, if, because, although. - Use fronted adverbials.	Sentences: - Use and punctuate direct speech. - Extend noun phrases by modifying, adjectives. - Use conjunctions, adverbs and prepositions to express time and cause.	Sentences: - Expanded noun phrases/noun phrases - Verbs (imperative) - Past tense verbs - Adverbs to describe actions Emotive language	Sentences: - Extend range of sentences with more than one clause. - Choose nouns and pronouns appropriately for clarity and cohesion.
	Punctuation: - Use commas after fronted adverbials. - Use commas in expanded noun phrases	Punctuation: - Apostrophes for singular possession - Commas after a fronted adverbial - Inverted commas	Punctuation: - Use commas after fronted adverbials. - Use commas in expanded noun phrases	Punctuation: - Use commas after fronted adverbials. - Use commas in a list - Use full stops, capital letters, question marks and exclamation marks accurately.
	Text and genre features: - Title - Fact boxes - Subheadings to sort information - Conjunctions	Text and genre features: - Paragraphs to organise sentences - Sequenced events	Text and genre features: - First person pronouns/ third person - Sequenced events - Adverbials for cohesion between paragraphs - Adverbs - Emotive language	Text and genre features: - Conjunctions to extend sentences - Paragraphs - Heading and subheading

Year 3 and 4 - Cycle A	Summer 1		Summer 2	
Text for writing focus	Journey to the Centre of the Earth abridged by Sarah Courtauld (3 weeks)  Genre: Fiction	Earth Shattering Events by Robin Jacobs (3 weeks)  Genre: Non-fiction	There's a Viking in My Bed by Jeremy Strong (3 weeks)  Genre: Fiction	So You Think You've Got it Bad? A Kids Life as a Viking by Chae Strathie (3 weeks)  Genre: Non-fiction
Why this, why now?	Journey to the Centre of the Earth sparks curiosity about the powerful forces that shape our planet. As we learn about natural disasters, the story helps us explore volcanoes, earthquakes and Earth's structure, deepening our understanding of the dynamic world beneath our feet.	This text helps us discover how natural disasters have shaped our world throughout history. As we learn about earthquakes, volcanoes and other powerful events, the book deepens our understanding of Earth's changing landscapes and the impact these forces have on people and places.	There's a Viking in My Bedroom brings Viking life to the modern day through a fun and engaging adventure. As we study the Vikings, the story helps us understand how they lived, travelled and influenced Britain, and how their legacy can still be seen in our country today.	This engaging non-fiction text gives a fascinating insight into the daily lives of Viking children. As we study the Vikings, the book helps us understand their homes, beliefs and challenges, bringing history to life and showing how Viking influence can still be seen today.
Main outcome	Narrative	Poetry	Narrative	Diary

Purpose for writing	To entertain	To entertain	To entertain	To inform
Retrieval writing opportunities	Letter from the Professor; description of dinosaurs; thought bubbles between characters.	Diary entry; from scene of a natural disaster; description of a volcano; advice note.	Description of a Viking; short letter in role of character; letter of advice to the main character.	Diary entry in the role of a Viking child; conversation between modern day child and Viking child; thought bubbles of Viking child looking at modern scene.
Grammar; punctuation and spelling coverage.	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 25 – 27 - Words that are homophones - Words with c before i and e - Words containing sol and real	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 28 – 30 - Words containing phon and sign - Words with the prefixes super anti and auto - Words with the prefix bi meaning two	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 31 – 33 - Challenge words 4.31 - Words that are plurals with possessive apostrophes - Revision words 4.33	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 34 – 36 - Revision words 4.34 - Revision words 4.35 - Revision words 4.36
	Sentences: - Fronted adverbials - Expanded noun phrases - Subordinate and coordinating conjunctions - Past tense - Verbs (imperative)	Sentences: Choose nouns and pronouns appropriately for clarity and cohesion. Extend noun phrases by modifying adjectives.	Sentences: - Fronted adverbials - Expanded noun phrases - Subordinate and coordinating conjunctions - Past tense Verbs (imperative)	Sentences: - Expanded noun phrases/noun phrases - Verbs (imperative) - Past tense verbs - Adverbs to describe actions Emotive language
	Punctuation: - Apostrophes for singular possession - Commas after a fronted adverbial - Inverted commas	Punctuation: - Use apostrophes for possession - Use commas in a list - Use full stops; capital letters; question marks and exclamation marks accurately.	Punctuation: - Apostrophes for singular possession - Commas after a fronted adverbial - Inverted commas	Punctuation: - Use commas after fronted adverbials. - Use commas in expanded noun phrases
	Text and genre features: - Paragraphs to organise sentences - Sequenced events	Text and grammar features: - Stanzas - Sequenced events	Text and genre features: - Paragraphs to organise sentences - Sequenced events	Text and genre features: - First person pronouns/ third person - Sequenced events - Adverbials for cohesion between paragraphs - Adverbs - Emotive language