



YEAR 3 AND 4 – WRITING PROGRESSION - CYCLE B

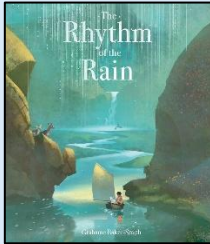
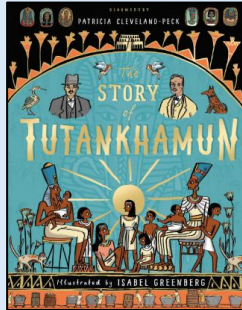
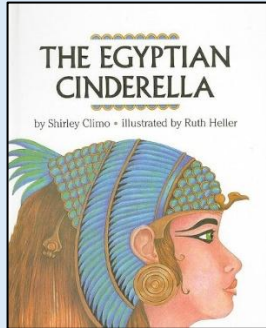
EAST RAVENDALE C OF E PRIMARY SCHOOL

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.

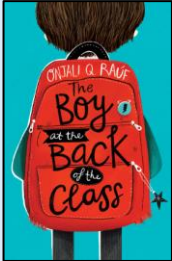
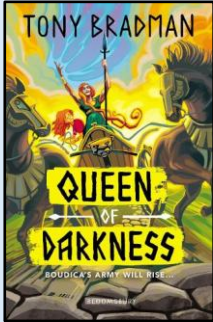
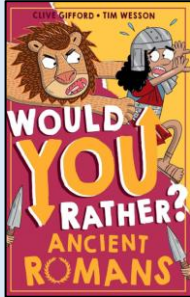
Our vision is underpinned by our core values of wonder, belief and joy.

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

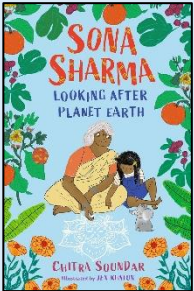
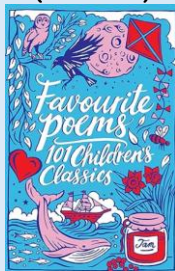


Year 3 and 4 - Cycle B	Autumn 1		Autumn 2	
Text for writing focus	The Rhythm of the Rain by Graham Baker-Smith (3 weeks)  Genre: fiction (geography link)	The River's Story by Brian Patten (3 weeks)  Genre: poetry (geography link)	The Story of Tutankhamun by Patricia Cleveland-Peck (3 weeks)  Genre: Fiction History learning links.	The Egyptian Cinderella by Shirley Climo (3 weeks)  Genre: Fiction (history link)
Why this, why now?	Links to the geography learning around the water cycle. This text allows pupils to explore the journey of water from rain to the ocean in a beautifully illustrated way. It ties into our value of wonder .	This poem shares the story of a river, beginning in the prehuman development era, and explores its journey as it becomes polluted and forgotten. This will also give pupils knowledge around human impact on the environment for the future learning around 'Our Shrinking Planet.'	Links to history learning around the Ancient Egyptians. This text provides detailed explanation around the discovery of Tutankhamun's tomb by Howard Carter, alongside other areas of Ancient Egyptian life. It allows pupils to explore our value of wonder through the discovery of Ancient Egyptian artefacts.	Links to history learning around the Ancient Egyptians and gives pupils insight into daily life for servants and slaves in this time. The text also enhances pupil's understanding around classic fairytales and how they can adapt to different cultures.
Main outcome	Non chronological report	Poem	Explanation text	Narrative
Purpose for writing	To inform	To entertain	To inform	To entertain
Retrieval writing opportunities	Descriptive writing of different river scenes. Diary entry in the role of a raindrop.	Post cards from the Amazon River. Letter writing to the river in the poem.	Description of Tutankhamun's death mask. Thought bubbles for Howard Carter.	Setting description of Ancient Egyptian river barges. Short diary entry in role as Rhodopis.
Grammar; punctuation	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 1 - 3	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 4 - 6	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 7 - 9	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 10 - 12

and spelling coverage.	- Words that are homophones and near homophones. - Words with the prefix in meaning not. - Words with the prefixes im il in.	- Words with the prefix sub meaning below or further divided. - Words with the prefix inter meaning between or among. - Challenge words 4.6	- Words with the suffix ation. - Words with the suffix ation. - Words with the suffix ly.	- Words ending in lly. - Words where the ch sound makes a sh sound. - Challenge words 4.12
	Sentences: - Extend sentences using more than one clause by using a wider range of conjunctions, including when, if, because, although. - Use fronted adverbials.	Sentences: - Choose nouns and pronouns appropriately for clarity and cohesion. - Extend noun phrases by modifying adjectives.	Sentences: - Extend range of sentences with more than one clause. - Choose nouns and pronouns appropriately for clarity and cohesion.	Sentence: - Use and punctuate direct speech. - Extend noun phrases by modifying adjectives. - Use conjunctions, adverbs and prepositions to express time and cause.
	Punctuation: - Use commas after fronted adverbials. - Use commas in expanded noun phrases.	Punctuation: - Use apostrophes for possession. - Use commas in a list. - Use full stops, capital letters, question marks and exclamation marks accurately.	Punctuation: - Use commas after fronted adverbials. - 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.
	Text and genre features: - Title. - Fact boxes. - Subheadings to sort information. - Conjunctions.	Text and grammar features: - Stanzas. - Sequenced events.	Text and genre features: - Conjunctions to extend sentences. - Paragraphs. - Heading and subheading.	Text and genre features: - Paragraphs to organise sentences. - Sequenced events.

Year 3 and 4 - Cycle B	Spring 1		Spring 2	
Text for writing focus	The Boy at the Back of the Class by Onjali Q Rauf (6 weeks)  Genre: Fiction (geography link)		Queen of Darkness by Tony Bradman (3 weeks)  Genre: Fiction (history link)	Would You Rather? Ancient Romans by Clive Gifford and Tim Wesson (3 weeks)  Genre: Nonfiction (geography link)
Why this, why now?	This text links to the geography learning of the Mediterranean as a main character is a Syrian refugee who describes his journey through Mediterranean countries to arrive in England. It provides pupils with a contextual understanding of refugees, war and migration. It		This text links to our history learning about the Roman Empire. It provides a deeper understanding of the Romans as invaders and supports learning about Boudicca.	This text links to our history learning about the Roman Empire and gives further historical knowledge about different aspects of Roman life.
Main outcome	Narrative		Character description	Persuasion
Purpose for writing	To inform To entertain		To entertain	To inform To persuade
Retrieval writing opportunities	Descriptive sentences about hamsters. Post card from scenes in London.		Short diary entry in role of Boudicca. Descriptive sentences about Iceni tribe settlements.	Draft own 'would you rather' questions about the Roman Empire. Thought bubbles explaining answers to would you rather questions.
Grammar, punctuation and spelling coverage.	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 13 - 15 - Words ending in sion. - Words ending in ous. - Words ending in ous including where ge from the base word remains.		Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 19 - 21 - Words where au makes an or sound. - Words ending in tion. - Words ending in ssion.	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 22 - 24 - Words ending in cian. - Words that are adverbs of manner - Challenge words 4.24

	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	Sentences: • Expanded noun phrases/noun phrases • Adverbs to describe actions • Subordinate and coordinating conjunctions	Sentences: • Fronted adverbials • Subordinate and coordinating conjunctions • Use present perfect form
	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: • Apostrophes for singular possession • Commas after a fronted adverbial • Use commas in expanded noun phrases	Punctuation: • Commas after a fronted adverbial • Exclamation marks and question marks
	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: • Paragraphs to organise sentences • Adverbials for cohesion between paragraphs • Adverbs •	Text and genre features: • Paragraphs to organise sentences • Emotive language

Year 3 and 4 - Cycle B	Summer 1		Summer 2	
Text for writing focus	Sona Sharma: Looking after Planet Earth (3 weeks)  Genre: fiction (geography link)	Plants to the Rescue by Dr Vikram Baligra (3 weeks)  Genre: Nonfiction (geography link)	Hetty Feather by Jacqueline Wilson (3 weeks)  Genre: Fiction (history link)	Favourite Poems: 101 Classic by various authors. (3 weeks)  Genre: Poetry (history link)
Why this, why now?	This text links to our geography learning focus of climate change. The story is set in India and provides a cultural understanding of Kolam patterns, and how these can be adapted to be more sustainable for the environment.	This text links to our geography learning focus of climate change and how we can fight it. The book gives pupils an understanding of how plants can help the environment. It also provides scientific knowledge which will pre-teach for the future learning about plants.	This text links to our history learning focus of The Victorians. The book will enhance pupil understanding of Victorian life, in particular, life in the Foundling Hospitals. It explores ideas of different family make-ups, foster families and care.	This book contains classic poetry for children, many from the Victorian era. This will allow pupils to deepen their knowledge of poetry and its ability to entertain and bring joy to readers.
Main outcome	Diary	Information report	Narrative	Poetry
Purpose for writing	To inform	To inform	To entertain	To entertain
Retrieval writing opportunities	Descriptive writing around Kolam pattern design. Post cards from Tamil region of India describing setting.	Brief diary entry in role of Sona from previous book. Three sentence story about amazing plants.	Short letter from Hetty to her birth mother. Description of a Victorian fun fair.	Thought bubbles from the Owl and the Pussy Cat. Description of Jabberwocky.
Grammar, punctuation	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 25 - 27	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 28 - 30	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 31 - 33	Word and spelling: Year 4 Spelling Shed curriculum Spelling Shed steps 34 - 36

and spelling coverage.	- Words that are homophones - Words with c before i and e - Words containing sol and real	- Words containing phon and sign - Words with the prefixes super anti and auto - Words with the prefix bi meaning two	- Challenge words 4.31 - Words that are plurals with possessive apostrophes - Revision words 4.33	- Revision words 4.34 - Revision words 4.35 - Revision words 4.36
	Sentences: - Expanded noun phrases/noun phrases - Verbs (imperative) - Past tense verbs - Adverbs to describe actions - Emotive language	Sentences: Extend sentences using more than one clause by using a wider range of conjunctions, including when, if, because, although. Use fronted adverbials.	Sentences: - Fronted adverbials - Expanded noun phrases - Subordinate and coordinating conjunctions - Past tense Verbs (imperative)	Sentence: Choose nouns and pronouns appropriately for clarity and cohesion. Extend noun phrases by modifying adjectives.
	Punctuation: - Use commas after fronted adverbials. - Use commas in expanded noun phrases	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 apostrophes for possession - Use commas in a list - Use full stops, capital letters, question marks and exclamation marks accurately.
	Text and genre features: - First person pronouns/ third person - Sequenced events - Adverbials for cohesion between paragraphs - Adverbs - Emotive language	Text and genre features: - Title - Fact boxes - Subheadings to sort information - Conjunctions	Text and genre features: - Paragraphs to organise sentences - Sequenced events	Text and grammar features: - Stanzas - Sequenced events