

Overall intent for Years 3 and 4 writing

Below are brief bullet points outlining our intent for writing diet for our Year 3 and 4 children.

A writer in Year 3 and 4 will be able to:

- Confidently apply the majority of the Y3/4 EGG sheet objectives.
- Write with willingness and enthusiasm.
- To enjoy writing.

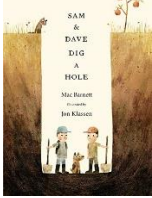
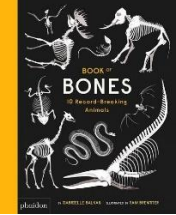
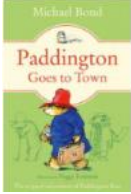

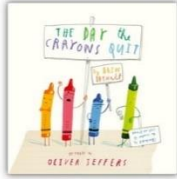
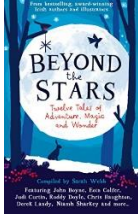
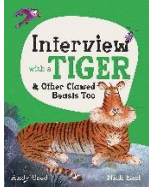
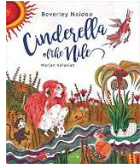
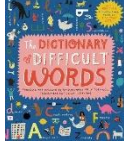

Our aspirations and expectations for Year 3 and 4 are:

- That children in Y3/4 love writing and take pride in their writing.
- That children in Y3/4 are motivated to write for pleasure and outside of school.

Our cohort this year means that we have adapted our planning to ensure:

- We had a slower start to encourage children to find pleasure in writing.
- Year 3's particularly came with a poor growth mindset and need lots of time and encouragement.

The Grove Writing Progression 2022-2023

Years 3 and 4										
	Autumn				Spring			Summer		
<p>Progression of Core Texts Additional core texts will be selected by the teacher to secure key areas of the curriculum, broaden the range of texts including poetry and meet the interests of pupils.</p>	<p>Sam and Dave Dig a hole Matt Barnett</p>  <p style="text-align: center;">Narrative</p>	<p>Book of Bones Gabrielle Balkan</p>  <p style="text-align: center;">Non-fiction</p>	<p>Paddington goes to town Michael Bond</p>  <p style="text-align: center;">Narrative</p>	<p>A River Marc Martin</p>  <p style="text-align: center;">Poetry</p>	<p>The Day the Crayon's Quit Oliver Jeffers</p>  <p style="text-align: center;">Letter writing</p>	<p>Beyond the Stars- The Snow Globe a range of authors</p>  <p style="text-align: center;">Narrative</p>	<p>Interview with a Tiger Andy Seed</p>  <p style="text-align: center;">Interview dialogue</p>	<p>Cinderella Of the Nile Beverley Nadoo and Marian Vafaean</p>  <p style="text-align: center;">Narrative</p>	<p>The Dictionary of Difficult words Jane Solomon</p>  <p style="text-align: center;">Non-narrative dictionary</p>	<p>Poetry Pie Roger McGough</p>  <p style="text-align: center;">Poetry</p>
<p>Links to the Wider Curriculum</p>	<p>Geography- local area, physical and human, rivers History – Stone Age</p>				<p>Science – living things and their habitat</p>			<p>History – Ancient Egypt, roles/jobs in different periods</p>		
<p>Independent purposeful writing outcomes</p>	<p>Rich vocabulary Clear plot Direct speech</p>	<p><u>To create a class book about another amazing group.</u></p> <p>Multi-clause sentences Subordinating conjunctions Nouns and pronouns for clarity Possessive apostrophe</p>	<p><u>Children to write a story based on one of the older cartoons</u></p> <p>Adverbs Using and punctuating direct speech Multi clause sentences (using the -ing construction) Paragraphs: group ideas around a theme/related material Using and punctuating speech</p>	<p><u>Write about a journey poem through different landscapes.</u></p> <p>Adverbials Multi-clause sentences</p>	<p><u>To tell a similar story through a series of letters in a different context.</u></p> <p>Expanded noun phrases Adjectives Multi-clause sentences Range of conjunctions Plural nouns</p>	<p><u>To write a story based on a magical object.</u></p> <p>Expanded noun phrases Multi-clause and single-clause sentences Direct speech Speech punctuation</p>	<p><u>To create interviews with other creatures/objects</u></p> <p>Prepositional phrases Nouns and pronouns Using dictionaries Direct speech</p>	<p><u>To write another version of the Cinderella story in a different setting.</u></p> <p>Adverbials Prepositional phrases Adverbials of time Perfect Verb Form</p>	<p><u>Produce a page(s) of a dictionary in a similar style</u></p> <p>Vocabulary Multi-clause sentences Subordinating conjunctions Nouns and pronouns Commas after fronted adverbials Presentation and layout</p>	<p><u>To write and Perform own poetry</u></p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
<p>Spelling Y3/4</p>	<p style="text-align: center;">No nonsense spelling programme-as well as a focus on Phonics, vocabulary and Etymology</p>									

Handwriting	Font: Letterjoin Y3 Use joined up handwriting consistently and independently Y4 Use joined up handwriting with consistently, fluency and independently