




Year 3/4 B	Autumn		Spring		Summer	
Book	 The iron man -Ted Hughes (tale of fear)		 The Egyptian Cinderella -Shirley Climo (defeating the monster) The true story of the 3 little pigs (character flaw)		 How to train your dragon – Cressida Cowell (character flaw)	
PSED and Themes School virtues	Science fiction novel Myths and legend Monster Courage		Fractured traditional tales Good overcoming evil Challenging stereotypes Kindness		Fantasy fiction Friendship Adventure Tolerance	
Poetry	Performance poetry – free verse		Poet study – Jon Aghard		Theme study – journey	
Independent Extended Writing  Y3 A: ½ page A4 Sp: ¼ A4 S: 1 page A4  Y4 A: 1 page A4 Sp: 1-1 ½ A4 S: 1 ½ - 2 A4  *These are a guide and are dependent on the type of writing you are doing	Y3 Narrative 1 – Description Rewrite the opening using a different creature.  Create an innovated story opening using language choices that help create realistic sounding narratives e.g. shouted/muttered instead of said etc and some features from the toolkit.	Y4 Narrative 1 – Description Rewrite the opening using a different creature.  Create an innovated story opening using language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc and a range of features from the toolkit.	Y3 Narrative 2 - dialogue Create a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters.  Dialogue –powerful speech verb e.g. “Hello,” she whispered	Y4 Narrative 2- dialogue Create a five-part story with a strong dilemma: • direct speech to show character • develop characters through dialogue and action  Fully punctuated speech verb + adverb - “Hello,” she whispered, shyly.	Y3 Narrative 3 – characterisation Create a five-part story with a focus on paragraphing – use some features from the toolkit.	Y4 Narrative 3 – characterisation Create a five-part story with a strong focus on sequencing using a range of features from the year ¾ toolkit.
	Recount 1 – diary Write a first-person recount in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.	Recount 1 – diary Write a first-person recount in chronological order, using a range of year ¾ cohesive devices and questing using direct speech.	Recount 2 -newspaper report Create a newspaper report with simple organisational devices (factual style interviews, heading, subheading) and choose precise vocabulary to match formality.	Recount 2 -newspaper report Create a newspaper report. Use direct quotes, linking paragraphs together appropriately around a topic and rich vocabulary appropriate to theme.	Non chronological report 1 Create your own dragon Create a report using an opening that hooks the reader, topic sentences to introduce paragraphs around a theme and a developed ending: Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment.	Non chronological report 1 Create a report using an opening that hooks the reader, developed use of topic sentences and information linked within paragraphs with a range of connectives. Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.
	Persuasion 1 (Advert) Create an advertisement using rhetorical questions and express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions.	Persuasion 1 (Advert) Create an advertisement focussing on how information should be best presented. Use exaggerated claims and a range of linguistic devices: Repetition to persuade e.g. Find us to find the fun and short sentences.	Character description 1 Describe both the appearance and behaviour of a character using adverbial phrases to build a range of sentence structures and relative clauses to add detail. Adjectives are carefully chosen for effect.	Character description 1 Describe both the appearance and behaviour of a character using a range of sentence types. Adjectives are carefully chosen for effect and advanced adverbs such as (for example, still) are used.	Persuasion 2 (poster) As before but introduce. pattern of 3 (visit, swim, enjoy!)	Persuasion 2 (poster) Create a persuasive poster using a range of linguistic and cohesive devices appropriate for y3/4/ that grab the reader’s attention.
	Instructions 1 How to trap a space dragon? Create instructions using headings and subheadings to aid presentation. Time, place and cause expressed using conjunctions, adverbs or prepositions.	Instructions 1 Create developed 5-part instructions using nouns, pronouns, and fronted adverbials.	Book review 1 Create a book review using subheadings to introduce each short paragraph and presenting opinions throughout the piece using power verbs to explain action and conjunctions to give detail.	Book review 1 Create a book review with a clear opening (summary of the text), a question to engage the reader and presenting opinions throughout the piece using a range of conjunctions. Advanced adverbs such as (for example, still) are used.	Instructions 2 As before but introduce sequenced parts – title; opening paragraph to introduce instructions; equipment list; method and a closing paragraph with ‘top tip’.	Instructions 2 5 Cleary sequenced parts using a range of cohesive devices from the skill progression document.