



**English Writing Curriculum Map**  
**Class 3 – Summer Term- 2023-2024 (12 weeks)**

**In no particular order**

Topic	Curriculum Objectives	
	Year 3	Year 4
<p><b>Narrative</b>            Stories with historical settings            3 weeks</p>	<ul style="list-style-type: none"> <li>Identify clauses in sentences.</li> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.</li> <li>Use the comma to separate clauses in complex sentences where the subordinate clause appears first,</li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</li> <li>Use commas to mark clauses in complex sentences.</li> <li>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</li> <li>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</li> <li>Use commas after fronted adverbials.</li> </ul>
<p><b>Poetry</b>            Haiku and Cinquin            2 weeks</p>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poetry that are structured in different ways</li> <li>identifying themes and conventions in a wide range of books /learning the grammar for years 3 and 4 (all poetry units)</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poetry that are structured in different ways</li> <li>identifying themes and conventions in a wide range of books /learning the grammar for years 3 and 4 (all poetry units)</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Generate and select from vocabulary banks</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>
<p><b>Non-Fiction</b>            Authors and Letters            2 weeks</p>	<ul style="list-style-type: none"> <li>Read and analyse non-fiction in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction</li> <li>Generate and select from vocabulary banks</li> <li>Group related material into paragraphs.</li> <li>Use headings and sub headings to organise information.</li> </ul>	<ul style="list-style-type: none"> <li>Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>Use apostrophes for singular and plural possession</li> <li>Read and analyse non-fiction in order to plan their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction</li> <li>Discuss and record ideas for planning</li> <li>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</li> </ul>



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<p><b>Narrative</b> Play - Scripts 2 weeks</p>	<ul style="list-style-type: none"> <li>• Improvise, create and write dialogue.</li> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise writing in fiction and non-fiction texts.</li> <li>• Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</li> </ul>
<p><b>Non-Fiction</b> Persuasive texts and Debate 3 weeks</p>	<ul style="list-style-type: none"> <li>• Read and analyse non-fiction in order to plan and write their own versions.</li> <li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction</li> <li>• Generate and select from vocabulary banks</li> <li>• Group related material into paragraphs.</li> <li>• Use headings and sub headings to organise information.</li> </ul>	<ul style="list-style-type: none"> <li>• Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>• Use apostrophes for singular and plural possession</li> <li>• Read and analyse non-fiction in order to plan their own versions.</li> <li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction</li> <li>• Discuss and record ideas for planning</li> </ul>
<p><b>Spellings</b></p>	<p>Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey  Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought  Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es  The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>.  Use further prefixes, e.g. in- , im- ir-, sub-, inter-, super-, anti-, auto-.  Use further suffixes, e.g. -ation, - tion, -ssion, -cian.  Investigate what happens to words ending in f when suffixes are added, e.g. alf/calves.  Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, horus.  Identify and spell words with the /j/ sound spelt ch (mostly French in origin), e.g. hef, chalet, machine.  Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound pelt -que (French in origin), e.g. tongue, antique.  Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, cene.</p>	
<p><b>Grammar</b></p>	<p>Use of commas after fronted adverbials (e.g. Later that day, Jack went to the park; Slowly, I ambled down the road)  Embed apostrophes to mark contracted forms and introduce apostrophes for possession.</p>	