



**English Writing Curriculum Map**  
**Class 3 – Spring Term 2- 2023-2024 (6 weeks)**  
In no particular order

Topic	Curriculum Objectives	
	Year 3	Year 4
<p><b>Non-Fiction Instructions</b></p> <p>Suggestion – How to build an Anglo Saxon/Viking longboat</p> <p>Suggestion – 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> </ul>
<p><b>Poetry Poems to perform</b></p> <p>Suggestion - The Sound Collector by Rodger McGough Please Mrs Butler by Alan Ahlberg</p> <p>Suggestion – 1 week</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> <li>Use appropriate intonation, tone and volume</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume</li> <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>
<p><b>Narrative Stories from other cultures</b></p> <p>Suggestion - Grandpa Chatterji By Jamila Gavin</p> <p>Suggestion – 3 weeks</p>	<ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.</li> <li>Use inverted commas to punctuate direct speech (speech marks).</li> </ul>	<ul style="list-style-type: none"> <li>Use nouns for precision</li> <li>Create complex sentences with adverb starters</li> <li>Use apostrophes for singular and plural possession</li> <li>Use different sentence structures (see VGP).</li> <li>Use paragraphs to organise writing in fiction</li> </ul>
<b>Spellings</b>	Phonics related spellings – dependent on group Words with prefix – <i>dis</i> Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i> . Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>	
<b>Grammar</b>	Embed commas to separate items in a list Paragraphs as a way to group related material Appropriate choice of pronoun or noun across sentences Use of adverbs Linking ideas across paragraphs using adverbials of time (Year 4)	



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	Use of inverted commas
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