**YEAR 3/4 writing units – progression map**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Autumn 1** | | | **Autumn 2** | | |
| Author focus this term | **Literary Leaf Text** | **The Undefeated**  *By Kiwame Alexander* | | **Zombierella**  *By Joseph Coehlo* | **Skygazing**  *By Anna Claybourne* | **The Wild Robot**  *By Peter Brown* | |
|  | **Writing Root**  **(Unit)** | **The First Drawing**  *By Mordicai Gerstein* | **Varmints**  *By Helen Ward* | | **The Iron Man**  *By Ted Hughes* | | **Until I Met Dudley**  *By Roger McGough and Chris Riddell* |
|  | **Outcomes**  Narrative  Non-fiction | Imaginary Stone Age scenarios  Diary of a Stone Age boy  Description of a woolly mammoth  First person recount  First person historical narrative | Explanations of a life cycle  Diary entries  Instructions  Letters  Descriptions  Explanation | | Character descriptions  Short news bulletins  Letters of advice  Diary entries  Menus  Logbook entries | | Explanatory posters  Letter  Short informal explanations |
|  | **Main Outcome** | Own version historical narrative | Speeches | | Mystery narrative | | Explanation texts |
|  | **Audience/**  **Form** | * Imaginary Stone Age scenarios * Diary of a Stone Age boy * Description of a woolly mammoth * First person recount * First person historical narrative | * Diary entry in role as the creature * Instructions for planting a seed * Motivational poster * Letter to the Secret Society of   Gardeners   * Speech to fight back against change * Explanation of a life cycle | | * Short news bulletin about coming of the Iron Man * Character description of The Iron Man * Letter of advice to Hogarth * Diary entry as Hogarth * Menu for the Iron Man * Astronomer’s log * Description of alternative character * Own version mystery narrative | | * Poster to explain an invention * Letter to ask Dudley for help * Explanatory paragraph about how a refrigerator works * Extended informal explanatory paragraph * Two explanation texts – formal and informal |
|  | **Purpose** | Reflect  Describe  Entertain | Reflect  Instruct  Persuade  Inform  Explain | | Describe  Inform  Reflect  Recount  Entertain | | Inform  Reflect  Explain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | modal verbs\*  regular\* / irregular plural  nouns | imperative verbs \* | | similes  suffixes -er / -ing \* | | technical vocabulary  differences in formal / informal  vocab  plural and possessive -s |
| **Sentence** | subordination – because, as, since\*  conditional sentences – if  noun phrases expanded with ‘with’\*  fronted adverbials | noun phrases expanded with prepositions  adverbials of time  range of sentence types \*  conjunctions – when, before, after, as  conditional sentences – if/then\* | | modal verbs \*  questions \*  expanded noun phrases  adverbials of time and place  multi-clause sentences  conjunctions to explain and compare  sentence order \*  prepositions– for, with | | prepositions to explain – for, with  conjunctions to explain \*  modal verbs \*  questions \*  cause and effect conjunctions  multi-clause sentences  adverbials of time  relative clauses \* |
| **Punctuation** | exclamation marks \*  question marks \*  inverted commas for speech  apostrophes for possession / omission \* | question marks \*  semi-colon to introduce a list \* | | inverted commas for speech  question marks \*  commas after fronted adverbials  possessive apostrophes | | question marks \*  commas to mark clauses \*  possessive apostrophes |
| **Text** | paragraphs to group material | paragraphs to organise around a theme  subheadings \*  adverbials for cohesion \* | | short sentences  paragraphs to organise around a theme | | pronouns to avoid repetition |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Spring 1** | | **Spring 2** | |
| Author focus this term | **Literary Leaf Text** | **Tamarind and the Star of Ishta**  *By Lisette Auton* | | **Viking Voyagers**  *By Jack Tite* | **Norse Myths**  *By Kevin Crossley-Holland* |
|  | **Writing Root**  **Unit** | **Granny Came Here on the Empire Windrush**  *By Patrice Lawrence* | **The Selfish Giant**  *By Oscar Wilde* | **Black Dog**  *By Levi Pinfold* | **Odd and the Frost Giants**  *By Neil Gaiman* |
|  | **Outcomes**  Narrative  Non-fiction | Informal letters  Factual statements  Future aspirations  Postcard  Diary entry  Speech  Quotations | Letters  First person recounts  Diaries  Posters  Reports | Postcards  Dialogue  Retellings  Descriptions | Narrative recounts  Character descriptions  Setting descriptions  Letters  Short explanations |
|  | **Main Outcome** | Factual report | Own version narrative | Own version narrative | Retelling |
|  | **Audience/**  **Form** | * ual statements about a historical figure * Future aspirations of a passenger * Postcard from Granny * Speech as Ava * Quotations from Windrush passengers * Factual report on the Empire Windrush | * Letter to a friend * Description of the garden * Letter to the giant * First person recount of a child * Diary entry for giant * Sorry letter from giant * Missing poster for the boy * Own version narrative about kindness | * Postcard to the publisher * Retelling section using inside / outside * Conversation between family members * Short description of the black dog * Own version narrative based on overcoming a fear | * Character description of Odd * Letter from Odd * Description of a god * Explanation of how a rainbow is formed * Retelling from an alternative * perspective |
|  | **Purpose** | Inform  Reflect | Reflect  Describe  Recount  Inform | Inform  Entertain  Describe | Describe  Inform  Explain  Entertain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | forms of a or an  synonyms | -ness / -ment suffix \*  simile / metaphor / personification  -sion suffix \* | adverbs with -ly \* | -ous suffix |
| **Sentence** | modal verbs \*  conjunctions to explain / contrast  expanded noun phrases  adverbial phrases of time / manner / place  relative clauses \*  multi-clause sentences  questions \* | noun phrases expanded with preposition phrases  conjunctions to explain – because, as, since, so  contrasting conjunctions – while, despite, although  range of sentence types \* | conjunctions – because, as, since  preposition phrases  fronted adverbials \* | Subordinating conjunctions  expanded noun phrases  preposition phrases  adverbs / adverbial phrases  fronted adverbials  relative clauses \* |
| **Punctuation** | bullet points \*  question marks \*  inverted commas for speech | inverted commas for speech  commas after fronted adverbials | inverted commas for speech  apostrophes for contraction \* | commas after fronted adverbials |
| **Text** | present perfect tense \*  paragraphs to organise around a theme  noun phrases to avoid repetition  subheadings \* | adverbials to move between  paragraphs \*  paragraphs to organise around a theme  pronouns to avoid repetition | paragraphs to group materials | paragraphs to organise around a theme  conjunctions for cohesion \*  pronouns to avoid repetition |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Summer 1** | | | **Summer 2** | | |
| Author focus this term | **Literary Leaf Text** | **The Humans: Ancient Civilisations**  *By Jenny Marx* | | **The Last Firefox**  *By Lee Newbery* | **The Lion, the Witch and the Wardrobe**  *By C.S. Lewis* | **Poems from a Green and Blue Planet**  *By Sabrina Mahfouz* | |
|  | **Writing Root**  **Unit** | **Weslandia**  *By Paul Fleischman* | **Shackleton’s Journey**  *By William Grill* | | **The Lion the Witch and the Wardrobe**  *By C.S. Lewis* | | **Jabberwocky**  *By Lewis Carroll* |
|  | **Outcomes**  Narrative  Non-fiction | Retellings  Character descriptions  Book reviews | Packing lists  Letters (formal and  informal)  Setting description  Interviews  Diary entries | | Poems  Eyewitness reports  Imaginary conversations  Writing in role | | Performance poetry  Explanatory descriptions |
|  | **Main Outcome** | Non-chronological report | Newspaper report | | Own version narrative | | Nonsense poem |
|  | **Audience/**  **Form** | * Character description for Wesley * Retelling of Weslandia story * Non-chronological report about own ‘land’ | * Packing list with justifications * Telegram to family member * First person setting description * Diary of a crew member * Letter to Shackleton * Conversation between crew members * Newspaper report of Shackleton’s Journey | | * Poems about sweets * Eyewitness reports * Conversation between Edmund and Aslan * Own version fantasy narrative | | * Group choral performance of poem * Explanatory description of creature from poem * Nonsense poem about an imagined creature |
|  | **Purpose** | Describe  Entertain  Inform | Describe  Reflect | | Entertain  Inform | | Entertain  Explain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | -ous suffix  -tion suffix | -ous suffix | | -ture suffix  figurative language  rhyme | | forms of a or an  suffixes / prefixes to identify word class  figurative language |
| **Sentence** | adverbial phrases  causal conjunctions  multi-clause sentences  fronted adverbials  conditional sentences – if  questions | questions \*  cause and effect conjunctions  adverbial phrases  opposing conjunctions  fronted adverbials | | relative clauses \*  modal verbs \*  expanded noun phrases  questions \*  subordinating conjunctions | | expanded noun phrases  exclamatory sentences \*  portmanteau to create nonsense vocabulary |
| **Punctuation** | commas after fronted adverbials  question marks \* | question marks  inverted commas for speech  other speech punctuation | | commas for clauses \*  question marks \*  inverted commas for speech | | exclamation marks \*  sentence ending punctuation \* |
| **Text** | paragraphs to organise around a theme | present perfect tense \*  subheadings \* | | paragraphs to organise around a theme | | Rhyming verse |