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

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|  |  | **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**NarrativeNon-fiction | Imaginary Stone Age scenariosDiary of a Stone Age boyDescription of a woolly mammothFirst person recountFirst person historical narrative | Explanations of a life cycleDiary entriesInstructions LettersDescriptionsExplanation | Character descriptionsShort news bulletinsLetters of adviceDiary entriesMenusLogbook entries | Explanatory postersLetterShort 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** | ReflectDescribeEntertain | ReflectInstructPersuadeInformExplain | DescribeInformReflectRecountEntertain | InformReflectExplain |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | modal verbs\*regular\* / irregular pluralnouns | imperative verbs \* | similessuffixes -er / -ing \* | technical vocabularydifferences in formal / informalvocabplural and possessive -s |
| **Sentence** | subordination – because, as, since\*conditional sentences – ifnoun phrases expanded with ‘with’\*fronted adverbials | noun phrases expanded with prepositionsadverbials of timerange of sentence types \*conjunctions – when, before, after, asconditional sentences – if/then\* | modal verbs \*questions \*expanded noun phrasesadverbials of time and placemulti-clause sentencesconjunctions to explain and comparesentence order \*prepositions– for, with | prepositions to explain – for, withconjunctions to explain \*modal verbs \*questions \*cause and effect conjunctionsmulti-clause sentencesadverbials of timerelative clauses \* |
| **Punctuation** | exclamation marks \*question marks \*inverted commas for speechapostrophes for possession / omission \* | question marks \*semi-colon to introduce a list \* | inverted commas for speechquestion marks \*commas after fronted adverbialspossessive apostrophes | question marks \*commas to mark clauses \*possessive apostrophes |
| **Text** | paragraphs to group material | paragraphs to organise around a themesubheadings \*adverbials for cohesion \* | short sentencesparagraphs to organise around a theme | pronouns to avoid repetition |

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|  |  | **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**NarrativeNon-fiction | Informal lettersFactual statementsFuture aspirationsPostcardDiary entrySpeechQuotations | LettersFirst person recountsDiariesPostersReports | PostcardsDialogueRetellingsDescriptions | Narrative recountsCharacter descriptionsSetting descriptionsLettersShort 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 | ReflectDescribeRecountInform | InformEntertainDescribe | DescribeInformExplainEntertain |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | forms of a or ansynonyms | -ness / -ment suffix \*simile / metaphor / personification-sion suffix \* | adverbs with -ly \* | -ous suffix |
| **Sentence** | modal verbs \*conjunctions to explain / contrastexpanded noun phrasesadverbial phrases of time / manner / placerelative clauses \*multi-clause sentencesquestions \* | noun phrases expanded with preposition phrasesconjunctions to explain – because, as, since, socontrasting conjunctions – while, despite, althoughrange of sentence types \* | conjunctions – because, as, sincepreposition phrasesfronted adverbials \* | Subordinating conjunctionsexpanded noun phrasespreposition phrasesadverbs / adverbial phrasesfronted adverbialsrelative clauses \* |
| **Punctuation** | bullet points \*question marks \*inverted commas for speech | inverted commas for speechcommas after fronted adverbials | inverted commas for speechapostrophes for contraction \* | commas after fronted adverbials |
| **Text** | present perfect tense \*paragraphs to organise around a themenoun phrases to avoid repetitionsubheadings \* | adverbials to move between paragraphs \*paragraphs to organise around a themepronouns to avoid repetition | paragraphs to group materials | paragraphs to organise around a themeconjunctions for cohesion \*pronouns to avoid repetition |

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|  |  | **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**NarrativeNon-fiction | RetellingsCharacter descriptionsBook reviews | Packing listsLetters (formal andinformal)Setting descriptionInterviewsDiary entries | PoemsEyewitness reportsImaginary conversationsWriting in role | Performance poetryExplanatory 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 EntertainInform | DescribeReflect | 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 suffixfigurative languagerhyme | forms of a or ansuffixes / prefixes to identify word classfigurative language |
| **Sentence** | adverbial phrasescausal conjunctionsmulti-clause sentencesfronted adverbialsconditional sentences – ifquestions | questions \*cause and effect conjunctionsadverbial phrasesopposing conjunctionsfronted adverbials | relative clauses \*modal verbs \*expanded noun phrasesquestions \*subordinating conjunctions | expanded noun phrasesexclamatory sentences \*portmanteau to create nonsense vocabulary |
| **Punctuation** | commas after fronted adverbialsquestion marks \* | question marksinverted 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 |