Sacred Heart Catholic Primary School Writing Long Term Plan – Year 3/4

Class	Autumn Term			Spring 1st Half Term			Summer 1st Half Term		
	Topic	Writing Tasks	Grammar & Punctuation Features	Topic	Writing Tasks	Grammar & Punctuation Features	Topic	Writing Tasks	Grammar & Punctuation Features
Year 3/4	Beginning of Term Assessment	(1) Holiday News	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to inverted commas to punctuate direct speech Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Narrative – Character description & Traditional Tale Mixed up Fairy Tales by Hilary Robinson & You Choose Fairy Tales by Pippa Goodhart	(1) Descriptive opener describing character & setting (2) Dialogue – two main characters having a conversation (3) Writing their own mixed up fairy tale	**Year 3 as beginning term assessment** **Year 4 as below:** Fronted adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials Uses apostrophes to show plural possession eg the girls' names Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Narrative – Adventure Story The Mermaid of Zennor by Charles Causley	(1) Descriptive opener describing character & setting (2) Dialogue – two main characters having a conversation (3) Writing their own version of Weslandia with some changes	**Year 3 as beginning term assessment** **Year 4 as below:** Fronted adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials Uses apostrophes to show plural possession eg the girls' names Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Appropriate choice of pronoun or noun within and across sentences to aid cohesion

	Story set in a familiar setting Wonder Goal by Michael Foreman	(1) Character Description (2) Setting Description (3) Story set in a familiar setting	**Year 3 as above** **Year 4 as above plus** Fronted adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials	Non-Fiction Non-Chronological Report The boy, the mole, the fox and the horse by Charlie Mackery	(1) Describe the appearance of a fox (2) Describe the habitat of a fox (3) Write a report about a fox	Expands noun phrases with modifying adjectives, nouns and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s	Non-Fiction Explanation How do Plants Grow 	(1) Draw how plants grow and label (2) Explain why plants need water (3) Write an explanation of how a plant grows	and avoid repetition Expands noun phrases with modifying adjectives, nouns and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s
	Recount – based on a real person's life Black History Month Walter Tull	(1) Fact File – main events of life in order. (2) Write about a main event in Walter Tull's life (3) Recount of <u>Walter Tull's</u> Life	**Year 3 as beginning term assessment** **Year 4 as below:** Fronted adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials Uses apostrophes to show plural possession eg the girls' names Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Appropriate choice of pronoun or noun within and across sentences to aid	Assessment Week	(1) Writing their own mixed up fairy tale		Assessment Week	(1) Adventure	

			cohesion and avoid repetition Expands noun phrases with modifying adjectives, nouns and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s						
	Poetry Shape poems including calligrams	(1) Shape poems including calligrams	Nouns Adjectives Verbs Alliteration Similes	Poetry Language Features	(1) Writing a poem	Nouns Adjectives Verbs Alliteration Similes Adverbs Prepositions	Poetry – Poem on a theme	(1) Write a poem based on plants or animals	
	Assessment Week	(1) Adventure Story	**Year 3 as beginning term assessment** **Year 4 as below:** **Fronted** adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials Uses apostrophes to show plural possession eg the girls' names Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end	Non-Fiction – Persuasion **The Great Kapok Tree by Lynne Cherry**	(1) Writing facts about Rainforests (2) Writing why we should look after rainforests (3) Writing a letter to Mrs Smith or MP persuading her to support the conservation of rainforests.	**Year 3 as beginning term assessment** **Year 4 as below:** Fronted adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials Uses apostrophes to show plural possession eg the girls' names Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause;			**Year 3 as beginning term assessment** **Year 4 as below:** Fronted adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials Uses apostrophes to show plural possession eg the girls' names Use of inverted commas and other punctuation to indicate direct speech [for example, a comma
	Narrative – Traditional Tale – Little Red: A Howlingly Good Fairy	(1) Character Description (2) Setting Description (3)							

	Tale with a Twist	Writing their own version of A Howling Good Fairy Tale	punctuation within inverted commas: The conductor shouted, “Sit down!”] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expands noun phrases with modifying adjectives, nouns and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s			end punctuation within inverted commas: The conductor shouted, “Sit down!”] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expands noun phrases with modifying adjectives, nouns and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s			after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expands noun phrases with modifying adjectives, nouns and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s
	Applying Writing	(1) Recount a school trip (2) Retell a story from the Bible (3) Write a report		Applying Writing	(1) Write a report		Applying Writing	(1) Recount School Trip (2) Write a persuasive letter (3) Write an explanation	