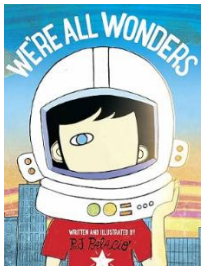
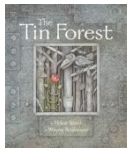
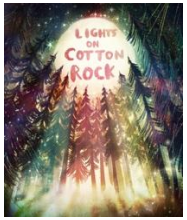
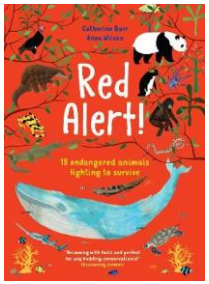
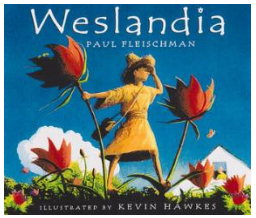
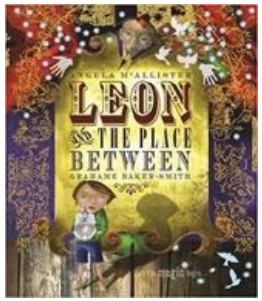
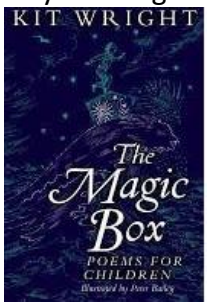
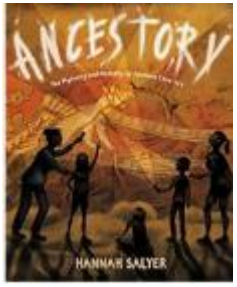
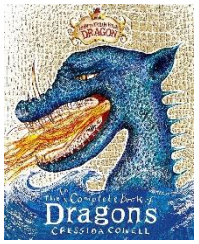
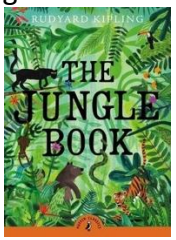
Year 3 and 4 Writing Long Term Overview
Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	**Learning Journey 1 (3-week unit)**	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**
Text: We're All Wonders by RJ Palacio *Whole School Transition Unit*  **Outcome(entertain):** OR **Text:** The Misadventures of Frederick by Emma Chichester-Clark **Outcome: (entertain)** To write a letter as Frederick	**Text**: Origins/Tin Forest by Helen Ward  **Outcome (entertain/persuade):** Children to create a tin forest. Descriptions of their own tin forest in the style of Tin Forest book. Chn to watch Origins clip and write a letter to persuade the lonely robot to come and live in their Tin Forest.	**Text:** Window by Jeannie Baker **Outcome: (entertain)** A series of diary entries telling the story of the boy's life.	**Text**: Lights on Cotton Rock  **Outcome (inform/persuade):** persuasive letter about needing to go home.	**Text:** Red Alert by Catherine Barr and Anne Wilson  **Outcome (discuss):** A campaign leaflet on keeping endangered animals safe	**Text:** Weslandia by Paul Fleischman  **Outcome: (inform)** non-chronological report of a fictional place (Alexandria)
	Site of Application opportunities/ drop in writes: **Form:** Diary **Purpose:** To explore emotions of living in the Tin Forest **Skills:** (From Year 2) To write in the past tense	**Site of Application opportunities/ drop in writes:** **Form:** Narrative **Purpose:** To write a description from one of the windows. **Skills:** (From Year 2) To use expanded	**Site of Application opportunities/ drop in writes:** **Form:** Report **Purpose:** To record the arrival of an alien spaceship	**Site of Application opportunities/ drop in writes:** **Form:** Diary **Purpose:** To reflect on the animals that are endangered and personal feelings towards that.	**Site of Application opportunities/ drop in writes:** **Form:** Narrative **Purpose:** To retell the story from a different viewpoint. **Skills:** Express time, place and cause using either

		noun phrases (adj + adj + noun)	**Skills:** Group related materials into sections	**Skills:** Commas after fronted adverbials	conjunctions, adverbs or prepositions
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Learning Journey 2	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**
Text: Leon and the Place Between by Graham Baker-Smith  **Outcome (entertain):** narrative. Children to create a story using the structure of the book.	**Text:** The Magic Box Poem by Kit Wright  **Outcome: (entertain)** A poem in the style of the Magic Box. This could be linked to Christmas and the Magic Present	**Text:** Ancestory by Hannah Slayer  **Outcome: (entertain)** To write the narrative from one of the cave paintings.	**Text:** The Incomplete Book of Dragons by Cressida Cowell  **Outcome: (inform)** an information page from the POV of a dragonologist on a particular dragon.	**Text/film driver:** The Jungle Book by Rudyard Kipling  **Outcome (entertain):** use clips from the film/ book to narrate the final battle between Mowgli and Shere Khan.	**Text**: Flood by Alvaro F Villa **Outcome** (**Inform**): create a report about the storm.
Site of Application opportunities/ drop in writes: **Form:** Letter **Purpose:** To offer to hold the show in Alresford. **Skills:** (From Year 2) Secure coordination in sentences using *and, but, so.*	**Site of Application/drop in writes:** **Form:** Diary **Purpose:** To show how we feel after opening the Magic Box **Skills:** Secure subordination in sentences (*because, when)*	**Site of Application opportunities/ drop in writes:** **Form**: Letter **Purpose**: To describe the finding of the cave paintings and what they look like. **Skills:** Use adverbial phrases (adj + verb)	**Site of Application opportunities/ drop in writes:** **Form:** Narrative **Purpose:** To describe the finding of the dragon. **Skills:** Use a range of sentence structures – simple, compound and complex.	**Site of Application opportunities/ drop in writes:** **Form:** Interview **Purpose:** To find out and discuss what happened in the battle **Skills:** Use adverbs to express time and cause	**Site of Application opportunities/ drop in writes:** **Form:** Diary **Purpose:** To reflect on what happened during the flood. **Skills:** Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases

Autumn Teaching Focus	Spring Teaching Focus	Summer Teaching Focus
Sentence structure: (Year 3) Secure coordination (and, but, so) and subordination (because) Commas for lists (Year 4) Vary sentence length for effect and clarity Use a range of sentence structures – simple, compound and complex	**Sentence structure:** (Year 3) Comma after a fronted adverbial Develop subordination (when, if) (Year 4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	**Sentence structure:** (Year 3) Express time, place and cause using conjunctions, adverbs or prepositions (Year 4) Vary the position of clauses within a sentence
Grammar: (Year 3) Apostrophe for singular possession Adverbial phrases (adv + verb) (Year 4) Use conjunctions, prepositions and adverbs to express time and cause Use inverted commas to indicate speech	**Grammar:** (Year 3) Fronted adverbials for when and where Use a / an correctly (Year 4) Apostrophe for singular and plural possession Vary nouns/ pronouns within and across sentences to aid cohesion	**Grammar:** (Year 3) Use inverted commas to indicate speech Use present perfect (Year 4) Use inverted commas and other punctuation to indicate direct speech
Composition: (Year 3) Group related materials into sections Collect vocabulary appropriate to purpose and audience Proofreading to check for errors (Year 4) Use a range of devices to build cohesion within paragraphs	**Composition:** (Year 3) Use headings and subheadings to organise writing Proofreading to check for errors – spelling, grammar, punctuation (Year 4) Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	**Composition:** (Year 3) Development of paragraphs Collecting vocabulary appropriate to purpose and audience Proofreading to check for cohesion (Year 4) Discuss choices linked to purpose and audience Evaluate the effectiveness of their writing and edit Include a range of devices to build cohesion within paragraphs

End of Year Pen Portrait

(Year 3) Pupils are aware of the purpose and audience for their writing. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their writing using appropriate adverbs and conjunctions. Description is developed using appropriate noun phrases and technical vocabulary is evident in non-fiction. Writing is shaped by simple planning structures that support the development of paragraphs: sections of writing are grouped under subheadings in non-fiction. Where speech is used it is accurately punctuated. Writing is legible and beginning to become more consistent when joined. Spelling reflects the curriculum taught so far. They read back their writing and, with support, edit to link and develop ideas coherently.

(Year 4) Pupils can identify the purpose, audience and form of their writing in both fiction and non-fiction texts. They organise these texts using paragraphs for clarity. Ideas are connected using nouns, pronouns, and adverbials to provide clarity and coherence for the reader. Narratives have clear structures and key events are expanded to provide clarity for the reader. They are secure in using a range of sentence structures and are beginning to manipulate clauses dependent on the purpose of the writing. Speech is accurately punctuated, and a character's response is beginning to be indicated within the narrative. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. Pupils can proof-read and edit their writing with increasing independence.