



Sudbury Primary School Curriculum Overview for Lower Key Stage 2 2015-16 : Writing Long Term Plan for progression

National Curriculum objectives for Years 3 and 4 have been organised into a teaching sequence which is focused on progression of skills; some objectives will be easier to meet if other have been taught first. Some objectives lend themselves to particular text types and therefore need to be taught during a particular teaching unit, for example, narrative work or non-fiction writing. These are recorded separately in the plan. Similarly, some objectives are applicable to a number of text types and therefore need to be re-visited during the course of the year to ensure they are covered on all appropriate occasions. As far as possible, objectives which are similar between the two year groups have been organised within the same half term to support differentiation of teaching within a mixed age class.

	Year 3	Year 4
Autumn 1	<p>30. Correct use of a or an depending on whether the next words begins with a vowel or consonant.</p> <p>32. The use of capital letters, full stops, question marks and exclamations marks is consistently correct. <i>Should be revision but should be directly taught at start of year as a reminder.</i></p> <p>13. Texts have an obvious opening and closing which is appropriate to purpose. <i>Work to be carried out on introductions and conclusions, with introductions and conclusions of different texts types being compared. For example, a letter, story, non-chronological report.</i></p> <p>14. Use of the present perfect form of verbs is used consistently with independence: He has gone out to play contrasted with He went out to play. <i>To be taught in closed tasks/grammar activities initially and then applied to extended writing throughout year.</i></p> <p>15. Paragraphs are used to group related material.</p> <p>16. Pronouns are used to make links between the sentences within paragraphs.</p> <p>33. Commas are used to separate items in lists as well as to list adjectives.</p>	<p>13. Attempts are made to include an opening within piece of writing.</p> <p>14. Attempts are made to conclude or close a piece of writing.</p> <p>15. Ideas are generally logically sequenced, with attempts to open and close.</p> <p>16. Paragraphs are used to help organise ideas around a theme. <i>Paragraphing to be taught early in year so that objectives which build on this objective can be taught throughout rest of year.</i></p> <p>17. Pronouns and nouns are selected to create clarity and cohesion and to avoid repetition.</p> <p>29. Possession is indicated through the use of the possessive apostrophe with plural nouns.</p>



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	<p>Autumn 2 Narrative unit which include character dialogue and descriptive writing</p>	<p>3. Narratives are written with settings, characters and plot. 7. Is able to create character, setting and plot. 8. Some attempt to elaborate on basic information or events, e.g. nouns expanded by simple adjectives. 9. Has an awareness of similes and is able to use them with support. 10. Has an awareness of alliteration and is able to use the technique with support. 12. Attempts are made to structure ideas chronologically, using some basic time sequencing vocabulary. <i>Can initially be taught as part of narrative to describe how events of a story are timed in relation to each other.</i> 17. Simple time sequencing is used to make links between paragraphs though this is not maintained. 21. Direct speech is punctuated correctly. 31. Direct speech is punctuated by the use of speech marks.</p>	<p>6. Non-standard English is used for appropriate purposes (character dialogue etc.) <i>Can be taught within narrative work with pupils carrying out work on character dialogue.</i> 10. Noun phrases are expanded to modify adjectives, nouns and preposition phrases. (Uses descriptions such as: The strict Maths teacher with curly hair as appose to: The Maths teacher.) 11. Uses similes effectively and with independence. 12. Uses alliteration effectively and with independence. 13. Time sequencing is used consistently to organise ideas. 18. Time sequencing is used to link ideas between paragraphs. 28. Direct speech is punctuated with inverted commas, commas are used after the reporting clause and end punctuation is within the inverted commas.</p>
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<p>Spring 1 Viewpoint as personal and impersonal writing.</p>	<p>6. Attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration. <i>Pupils to write both from their own viewpoint (expressing opinions) or in the role of a character.</i></p> <p>11. Uses organisational devices such as headings and subheadings. <i>To be taught in no-narrative unit.</i></p>	<p>4. It is clear that the audience is taken into consideration through address or through comments made and details included. Children are aware they are writing for a reader audience. <i>Initially, some work should be carried out about text audience, who they are and how they can differ depending on texts. This will link to reading objectives. Once initial teaching has taken place, this objective will need to be achieved for a range of text types.</i></p> <p>5. Standard English is used in formal text types.</p> <p>7. A straightforward viewpoint is established although may not be maintained. <i>This can be taught through a persuasive texts, where pupils write from a viewpoint and try to persuade others to agree with their viewpoint. For more able pupils, could be taught as a two sided argument text. This should also include writing in role as a character from text etc. expressing their viewpoint on a particular idea.</i></p>
<p>Spring 2 Basics should now be taught and therefore work now focuses on adding more detail to writing.</p>	<p>18. Uses a mixture of simple, compound and complex sentences.</p> <p>19. Conjunctions and adverbs are used to express time or cause.</p> <p>20. Prepositions are used to express time or cause.</p> <p>34. Attempts are made to mark subordinate clauses within complex sentences with commas although this is not always accurate and result in comma splicing. (However, awareness of comma is there)</p>	<p>19. Complex sentences are used occasionally in independent work through the use of conjunctions such as: when, if, because, although.</p> <p>20. Fronted adverbials are used to add extra details to sentences (sentence is opened with adverb or adverbial phrase).</p> <p>21. Adverbial phrases are used later within sentences to provide extra details or to emphasise points made. E.g. We were sleeping <i>peacefully in our beds</i> when the earthquake struck.</p> <p>30. Commas are used after fronted adverbials.</p>
<p>Summer 1 and 2</p>	<p>More opportunities for independent writing should take place during the Summer Term. Objectives which require more work for them to be embedded should also be recovered.</p>	



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<p>Spelling on-going – objectives to be worked on over year with reference made to year group spelling lists.</p>	<p>23. Spelling of common words should be consistently correct. 24. Common exception words should be spelt consistently correct. 25. Words should be spelt as accurately as possible using their phonic knowledge. 26. Further prefixes and suffixes are spelt correctly (see spelling list). 27. Further homophones are spelt correctly (see list). 28. Word families based on common words (where words are related in form and meaning) are spelt correctly (solve, solver, dissolve). 29. Uses the first two or three letters of a word to check spelling in a dictionary.</p>	<p>23. Further prefixes and suffixes are spelt correctly (see spelling list). 24. Further homophones are spelt correctly (see list). 25. Possessive apostrophe is used accurately in words with regular plurals. 26. Possessive apostrophe is used accurately in words with irregular plurals. 27. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
<p>Ongoing</p>	<p>1. Compose and rehearse sentences orally. 2. Ideas and content are appropriate. 4. Main features of a chosen text type are included without prompt. <i>Will differ depending on text type.</i> 5. Attempts are made to write in an appropriate style with acknowledgement of the reader. <i>Will differ depending on purpose.</i> 22. Join letters, deciding which letters are best left un-joined. 35. Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. 36. Read aloud writing to a group or whole class, using appropriate intonation.</p>	<p>1. Plan, write, edit and improve writing. 2. Purpose of writing is apparent. <i>Will differ depending on text type.</i> 3. Tone is consistent for purpose. <i>Will differ depending on purpose.</i> 8. Attempts are made to vary vocabulary, with a conscience effort being made to include new vocabulary that has recently been introduced. 22. Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. 31. Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 32. Read aloud writing to a group or whole class, using appropriate intonation (develop confidence from Y3).</p>



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