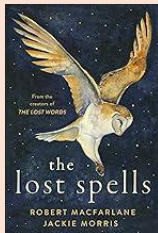
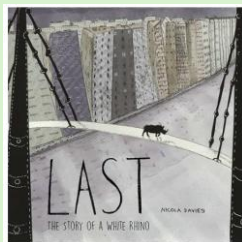
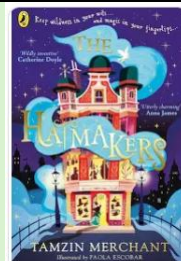
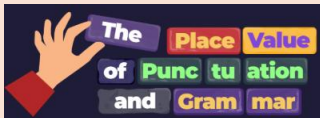




Writing Units - Year 2/3/4 Cycle 3

Autumn 1 <u>BELONGING</u> HISTORY - GATEWAY UNIT <i>Home is where the heart is</i> How did homes change with the coming of the railways?		Autumn 2 <u>Aspiration</u> HISTORY <i>What is greatness?</i> How did the Victorians aspire to greatness?		
Link Text			 	
Writing Black – Y2 Purple – Y3 Green – Y4	PVPG x 4 weeks 	Sentence Builder Unit x2 weeks Harvest – Performance Poetry	PVPG application Unit Non-Chronological Report Extinct Animals • Heading & subheading • Brief introduction • Technical vocabulary • Pictures and captions • Third person – formal • Statements giving factual information • Co-ordinating conjunctions • Subordinating conjunctions • Expanded noun phrases • Present progressive • Statements • Questions • Commands/imperative • Capital letter for proper nouns • Commas for lists • Present perfect tense • Commas for lists • Apostrophes for possession • Commas for fronted adverbials	PVPG Application Unit Recount Diary Camilla Milliner & the King's Hat • Date • Salutation • Chronological order • Past tense • First person - informal • Facts and opinions • Rhetorical questions • Sign off • Co-ordinating conjunctions • Subordinating conjunctions • Adverbs/adverbials of time • Adverbs/adverbials of place • Expanded noun phrases • Exclamation marks • Commas for lists • Apostrophes for possessions • Apostrophes for omission • Commas for fronted adverbials

Spelling Y2	Assessments	Vowels, Consonants and the Alphabet	Compound words		-s -es -y	-ed -ing (verbs)	un- re- -ly	Buffer Weeks	
Spelling Y3/4	Assessments	Vowels, Consonants and the Alphabet	Compound words	Introduction to morphology	-s^{Y2} -es -y^{Y2} -ous^{Y3}	-ed^{Y2} -ing^{Y2} (verbs) -er^{Y2} -or^{Y2} de-^{Y3}	-ness^{Y2} -ed^{Y2} -ing^{Y2} -ion^{Y3} tele^{Y3} port^{Y3} (adjectives)		
					-ous	per- sub- tract -ate	-ion -an	Buffer Weeks	
Y2 Common exception words	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas								

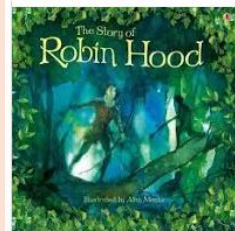
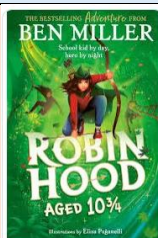
Spring 1

RESPECT GEOGRAPHY

What are our roots?

How do landmarks connect us to places and our landscape?

Link
Text



Writing

Black –
Y2
Purple –
Y3
Green
– Y4

Narrative Unit

Robin Hood 8 ½

- 3rd Person
- Past Tense
- Co-ordinating conjunctions
- Subordinating conjunctions
- Adverbials of time
- Adverbials of manner
- Adverbials of place
- Expanded noun phrases
- **TiPToP Paragraphing**

Instructions

How to slay a minotaur

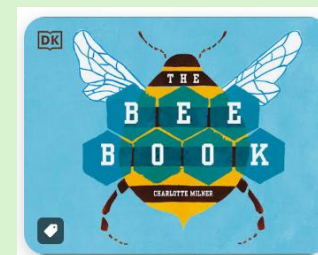
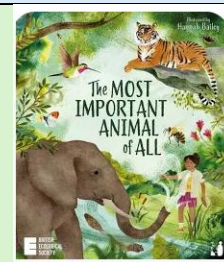
- Title statement
- List of equipment or materials
- Sequenced, chronological steps
- Diagrams or illustrations
- Present tense
- Commands
- Detailed information
- Coordinating conjunctions
- Subordinating conjunctions
- Direct address using 'you'
- Adverbials of time
- Adverbials of manner
- Adverbials of place
- Question marks
- Commas in lists
- **Apostrophes for omission**
- **Apostrophes for possession**
- Commas for fronted adverbials

Spring 2

RESPONSIBILITY GEOGRAPHY

How are we looking after our world for future generations?

How do our choices sustainable for our planet?



Persuasive Advert

Save our Beautiful Bees

- Deals and bargains
- Direct address (can add flattery)
- Alliteration and **assonance**
- Facts and statistics
- Opinion (can be expert opinion)
- Repetition
- Rhetorical Questions
- Emotive/exaggerated language
- Triples/the rule of three
- Co-ordinating conjunctions
- Subordinating conjunctions
- Expanded noun phrases
- Commands
- Question marks
- Adverbs
- Personal pronouns
- Commas for lists
- **Apostrophes for possession**

Explanation

How do bees make honey?

- Title
- Introductory paragraph
- Paragraphs detailing a process
- Facts
- Present tense
- Formal Language
- Technical vocabulary
- Coordinating conjunction
- Subordinating conjunctions
- Expanded noun phrases
- Statements
- Questions
- Commas for lists
- **Adverbs/adverbials of time**
- **Adverbs/adverbials of manner**
- Commas for fronted adverbials

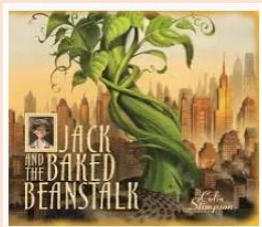
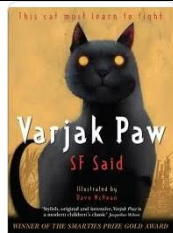
Spelling Y2	-er -er -est -or -ful -ly (revisit from Autumn if needed) -less -ful -less -ly super sur- under over Buffer Weeks
Spelling Y3/4	-s^{Y2} -es^{Y2} -y^{Y2} -ous^{Y3} -ous^{Y4} -ful^{Y2} -ly^{Y2} -ly^{Y2} -ment^{Y2} -ion^{Y3} -er^{Y2} -or^{Y2} -ic -al -able -ible kilo gram milli cent -ive -ty Matrix application Buffer Weeks
Y2 Common exception n words	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Summer 1

Creativity HISTORY

What dreams have shaped the ideas of our great visionaries?
What was Martin Luther King's dream for locality?

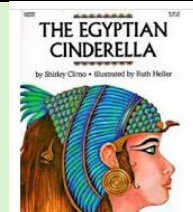
Link Texts



Summer 2

Wonder GEOGRAPHY

How does the land shape our lives?
How is our coastal environment shaped by the elements?
X2 weeks out for HALW and Fly Up Transition Days



Writing

Black –
Y2
Purple –
Y3
Green
– Y4

Setting Description

Beyond the Contessa's house

- Introduction
- Paragraphs pan the setting
- Third Person
- Rhetorical Questions
- Conclusion including a cliffhanger
- Expanded noun phrases, sounds, sights and smells
- Adverbials of manner – including similes
- Adverbials of place
- Commas in lists
- Apostrophes for possessions
- Apostrophes for omission
- Capital letter for proper nouns
- Question marks
- Figurative language
- Short sentences for effect
- Participial phrases (ing and ed openers)
- Commas for fronted adverbials
- Ellipses

Recount – Letter

Jack and the Baked Bean Stalk

- Address
- Date
- Salutation
- Brief introduction
- Chronological order
- First Person
- Past Tense
- Facts and Opinions
- Rhetorical questions
- Sign off
- Co-ordinating conjunctions
- Expanded noun phrases
- Adverbials of time
- Adverbials of place
- Commas in a list
- Exclamation mark
- Apostrophes for omission
- Apostrophes for possession
- Commas for fronted adverbials

Characterising Speech

Egyptian Cinderella

- Introduction
- Each character shows emotion
- Each character performs actions
- Short sentences for effect
- Colloquial language
- Discourse markers
- Expanded noun phrases
- Adverbials of time
- Adverbials of manner
- Participial phrases
- Apostrophes for omission
- Inverted commas

Poetry

Villains Poetry: Limericks, clerihews and lists

- Short lines
- Rhyme
- Rhythm
- volume (e.g. louder, quieter)
- speed (e.g. slower, faster)
- pitch (e.g. higher or lower voice)
- emotion (e.g. sad, calm, hopeful)
- pauses (where to stop briefly)

Spelling Y2	-ness -ed-ing (adjectives) -ment Matrix application Buffer Weeks
Spelling Y3/4	inter-^{Y3} ject^{Y3} struct^{Y3} spect^{Y3} -ed^{Y3}-ing^{Y3} (stressed vowels) -ness^{Y2} tele^{Y3} port^{Y3} tract^{Y4} kilo^{Y4} gram^{Y4} milli^{Y4} cent^{Y4} act rupt -en -ise fy fic fice en-em- -hood -ship aud phone Matrix application Buffer Weeks
Y2 Common exceptio n words	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas