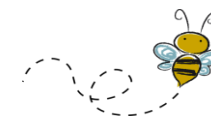




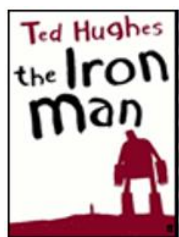
Writing : Year 3/4 Cycle A Summer 1 MTP



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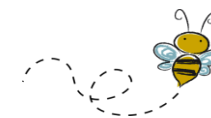
Hook: Introduce the hook by reading an extract from the class book. Then allow pupils to label a picture of the main character(s) from the class book. Pupils are to focus on key elements. Identify the key features within a WAGOLL. (retell).

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline												
Weeks 1 & 2 Narrative retell with a focus on <u>character description</u> .	Day 1 Identify key features of text type	I know how to punctuate dialogue.	I am beginning to use inverted commas.	Introduce the hook by reading an extract from the class book. Then allow pupils to label a picture of the main character(s) from the class book. Pupils are to focus on key elements. Identify the key features within a WAGOLL. (retell). <table border="1"> <tr><td>well chosen names for characters?</td><td></td></tr> <tr><td>character's actions that hint at what they are like?</td><td></td></tr> <tr><td>powerful verbs to show feelings and behaviour?</td><td></td></tr> <tr><td>dialogue that gives more information about characters?</td><td></td></tr> <tr><td>descriptions about my characters inner thoughts and feelings?</td><td></td></tr> <tr><td></td><td></td></tr> </table>	well chosen names for characters?		character's actions that hint at what they are like?		powerful verbs to show feelings and behaviour?		dialogue that gives more information about characters?		descriptions about my characters inner thoughts and feelings?			
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Writing : Year 3/4 Cycle A Summer 1 MTP

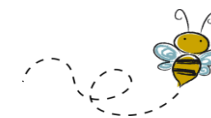


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Day 2 Shared write (groups of 3)	I know a what an expanded noun phrase is.	I can use expanded noun phrases.	Pupils construct a shared write in a mixed ability group on paper in 3s.
Day 3 Plan and Draft Paragraph 1	I know a what an expanded noun phrase is.	I can use expanded noun phrases.	Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 4 Plan and Draft Paragraph 2	I know a range of pronouns.	I am beginning to use pronouns to avoid repetition.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 5 Plan and Draft Paragraph 3	I know a range of pronouns.	I am beginning to use pronouns to avoid repetition.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 3/4 Cycle A Summer I MTP

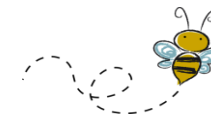


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Day 6 Plan and Draft Paragraph 4	I know a range of pronouns.	I am beginning to use pronouns to avoid repetition.	Shared plan for paragraph 4. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 7 Plan and Draft Paragraph 5	I know what a compound sentence and complex sentence is.	I can use a compound sentence and complex sentence.	Shared plan for paragraph 5. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 8 Plan and Draft Paragraph 6	I know what a compound sentence and complex sentence is.	I can use a compound sentence and complex sentence.	Shared plan for paragraph 6 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 9 Edit and up level 1 or 2 paragraphs	I know what a compound sentence and	I can use a compound sentence and	Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. iPad/dictionaries/ thesaurus available.



Writing : Year 3/4 Cycle A Summer I MTP



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		complex sentence is.	complex sentence.	(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.

Hook: Introduce the hook by reading an extract from the class book with props and dramatic music. You may wish to seek a video clip to support. Then allow pupils to label a picture of the setting with word banks and a selection of images to support on large paper in groups/pairs.

Hook idea 2: pupils can role play an extract from the text using music and props. Groups can share their performances.


Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 3 & 4 Setting description	Day 1 Identify key features of text type	I know how to use capital	I can use capital letters	Introduce the hook by reading an extract from the class book with props and dramatic music. You may wish to seek a video clip to support. Then



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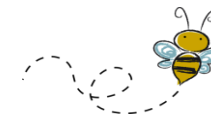


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		<p>letters and full stops correctly.</p>	<p>and full stops correctly.</p>	<p>allow pupils to label a picture of the setting with word banks and a selection of images to support on large paper in groups/pairs.</p> <p>Hook idea 2: pupils can role play an extract from the text using music and props. Groups can share their performances.</p> <p>Explore a WAGOLL</p> <table border="1" data-bbox="1160 683 2033 1158"> <thead> <tr> <th colspan="2">Setting Description</th> </tr> </thead> <tbody> <tr> <td>Expanded noun phrases</td> <td></td> </tr> <tr> <td>Different sentence structures, including simple, compound, and complex sentences</td> <td></td> </tr> <tr> <td>Paragraphs</td> <td></td> </tr> <tr> <td>Connectives (for example, "and," "but," "because,")</td> <td></td> </tr> <tr> <td>Powerful verbs</td> <td></td> </tr> <tr> <td>Adverbs and adverbial phrases</td> <td></td> </tr> <tr> <td>Similes and metaphors</td> <td></td> </tr> </tbody> </table>	Setting Description		Expanded noun phrases		Different sentence structures, including simple, compound, and complex sentences		Paragraphs		Connectives (for example, "and," "but," "because,")		Powerful verbs		Adverbs and adverbial phrases		Similes and metaphors	
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Writing : Year 3/4 Cycle A Summer 1 MTP

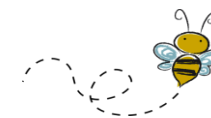


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Day 2 Shared write (groups of 3)	I know what an expanded noun phrase is.	I can use expanded noun phrases.	Explore yesterday's WAGOLL Pupils construct a shared write in a mixed ability group on paper in 3s.
Day 3 Plan and Draft Paragraph 1	I know what an expanded noun phrase is.	I can use expanded noun phrases.	Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 4 Plan and Draft Paragraph 2	I know what adverb and an adverbial phrase is.	I am beginning to use adverbs and adverbial phrases.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 5 Plan and Draft Paragraph 3	I know what adverb and an adverbial phrase is.	I am beginning to use adverbs and adverbial phrases.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 3/4 Cycle A Summer 1 MTP



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Day 6 Plan and Draft Paragraph 4	I know what adverb and an adverbial phrase is.	I am beginning to use adverbs and adverbial phrases.	Shared plan for paragraph 4. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 7 Plan and Draft Paragraph 5	I know what a compound sentence and complex sentence is.	I can use a compound sentence and complex sentence.	Shared plan for paragraph 5. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 8 Plan and Draft Paragraph 6	I know what a compound sentence and complex sentence is.	I can use a compound sentence and complex sentence.	Shared plan for paragraph 6 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
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Writing : Year 3/4 Cycle A Summer I MTP



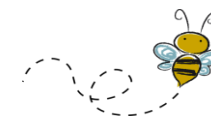
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		complex sentence is.	complex sentence.	(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES.	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.


Hook: Watch a video clip from the Iron man, "The Iron Man" by Ted Hughes (from BBC Two) (youtube.com) Pupils report as journalists.				
Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 5 & 6 Newspaper Reports	Day 1 Identify key features of text type	I know how to punctuate direct speech.	I can identify the features of dialogue.	Hook: Watch a video clip from the Iron man, "The Iron Man" by Ted Hughes (from BBC Two) (youtube.com) . Pupils report as journalists. Pupils explore and compare two examples of a News



Writing : Year 3/4 Cycle A Summer 1 MTP

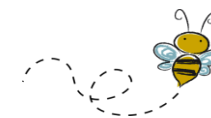


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				<p>reports. Pupils identify the key features, compare and annotate.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Features</th> <th style="text-align: center;">✓/X</th> </tr> </thead> <tbody> <tr> <td>The name of the newspaper</td> <td></td> </tr> <tr> <td>A headline that uses a pun, rhyme or alliteration</td> <td></td> </tr> <tr> <td>A subtitle which gives a bit more information about what the report is about</td> <td></td> </tr> <tr> <td>The reporter's name</td> <td></td> </tr> <tr> <td>An introductory paragraph containing the 5 Ws (what, where, when, who, why)</td> <td></td> </tr> <tr> <td>Information about the main events presented in chronological order</td> <td></td> </tr> <tr> <td>Pictures with captions</td> <td></td> </tr> <tr> <td>Written in the third person and in the past tense</td> <td></td> </tr> <tr> <td>Direct and reported speech</td> <td></td> </tr> <tr> <td>Formal language</td> <td></td> </tr> <tr> <td>Rhetorical Questions</td> <td></td> </tr> <tr> <td>A conclusion paragraph to explain what might happen next</td> <td></td> </tr> </tbody> </table>	Features	✓/X	The name of the newspaper		A headline that uses a pun, rhyme or alliteration		A subtitle which gives a bit more information about what the report is about		The reporter's name		An introductory paragraph containing the 5 Ws (what, where, when, who, why)		Information about the main events presented in chronological order		Pictures with captions		Written in the third person and in the past tense		Direct and reported speech		Formal language		Rhetorical Questions		A conclusion paragraph to explain what might happen next	
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<p>Day 2 Shared write (groups of 3)</p>	<p>I know how to punctuate direct speech.</p>	<p>I can punctuate dialogue correctly.</p>	<p>Pupils construct a shared write News Report in mixed ability group on paper. Consider bold headlines and conciseness of information. What will happen if we aren't concise? Punctuation for direct speech. Rhetorical questions.</p>																											
<p>Day 3 Plan and Draft Paragraph 1</p>	<p>I know how to punctuate direct speech.</p>	<p>I can identify the features of dialogue.</p>	<p>Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.</p>																											



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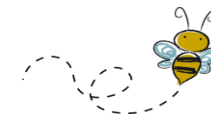


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				(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 4 Plan and Draft Paragraph 2	I know what a relative clause is.	I can use relative clauses.		Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 5 Plan and Draft Paragraph 3	I know what a relative clause is.	I can use relative clauses.		Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 6 Plan and Draft Paragraph 4	I know what a relative clause is.	I can use relative clauses.		Shared plan for paragraph 4. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.



Writing : Year 3/4 Cycle A Summer I MTP

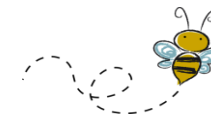


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				(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 7 Plan and Draft Paragraph 5	I know what an expanded noun phrase.	I can use commas for parenthesis.		Shared plan for paragraph 5. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 8 Plan and Draft Paragraph 6	I know what an expanded noun phrase.	I can use commas for parenthesis.		Shared plan for paragraph 6 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 9 Edit and up level 1 or 2 paragraphs	I can use a range of conjunctions (and, but,	I can use a range of conjunctions (and, but, because, although).		Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. iPad/dictionaries/ thesaurus available.



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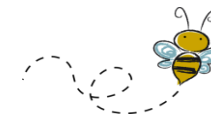
		because, although).	I can proof-read my work for spelling and grammar errors.	(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.

Hook: Book Review Awards: Pupils are going to be judges of 'Book Review Awards' ceremony (fictional). Read 3 WAGOLL book reviews. In 2/3 pupils are to review, rate and annotate them. Groups can then feedback which one should win. Use music and visuals to make this exciting.


Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
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Writing : Year 3/4 Cycle A Summer I MTP

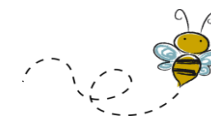


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<p>Weeks 7 & 8 (Adjust to fit one week if necessary)</p> <p>Book Review</p> 	<p>Day 1 Identify key features of text type</p>	<p>I know how to use uplevel vocabulary choices.</p>	<p>I am beginning to identify good vocabulary choices.</p>	<p>Hook: Starbooks Annual Book Review Awards: Pupils are going to be judges of 'Starbooks Book Review Awards' ceremony (fictional). Read 3 WAGOLL book reviews. In 2/3 pupils are to review, rate and annotate them. Groups can then feedback which one should win. Use music and visuals to make this exciting.</p> <p>Identify the features.</p> <table border="1" data-bbox="1122 683 1966 1302"> <tr> <td colspan="2">Book Review</td> </tr> <tr> <td>Audience Awareness</td> <td></td> </tr> <tr> <td>Connectives (and, but and because)</td> <td></td> </tr> <tr> <td>Express their opinions clearly and justify them with reasons from the book</td> <td></td> </tr> <tr> <td>Expanded noun phrases</td> <td></td> </tr> <tr> <td>Time conjunctions</td> <td></td> </tr> <tr> <td>Vocabulary: descriptive words to express opinions about the book</td> <td></td> </tr> <tr> <td>Paragraphs</td> <td></td> </tr> <tr> <td>A range of sentence types (complex, compound and simple)</td> <td></td> </tr> </table>	Book Review		Audience Awareness		Connectives (and, but and because)		Express their opinions clearly and justify them with reasons from the book		Expanded noun phrases		Time conjunctions		Vocabulary: descriptive words to express opinions about the book		Paragraphs		A range of sentence types (complex, compound and simple)	
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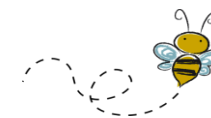


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Day 2 Shared write (groups of 3)	I know a what an expanded noun phrase is.	I know a what an expanded noun phrase is.	Pupils construct a shared book review for the class text with the title, 'The Iron Man.'
Day 3 Plan and Draft Paragraph 1	I know a what an expanded noun phrase is.	I know a what an expanded noun phrase is.	Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 4 Plan and Draft Paragraph 2	I know how to use a range of connectives.	I can use connectives in my writing.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 5 Plan and Draft Paragraph 3	I know how to use a range of connectives.	I can use connectives in my writing.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



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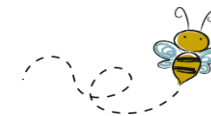


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Day 6 Plan and Draft Paragraph 4	I know how to use a range of connectives.	I can use connectives in my writing.	Shared plan for paragraph 4. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 7 Plan and Draft Paragraph 5	I know what a compound sentence and complex sentence is.	I can use a range of sentence types.	Shared plan for paragraph 5. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 8 Plan and Draft Paragraph 6	I know what a compound sentence and complex sentence is.	I can use a range of sentence types.	Shared plan for paragraph 6 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
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