



Grammatical Terminology children should know in Years 3 & 4: adverb. preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas or 'speech marks' determiner, pronoun, possessive, pronoun and adverbial.

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	Day Identify	I know how to	I am beginning	Introduce the hook by reading an extract from the class book. Then allow
	key features of	punctuate	to use inverted	pupils to label a picture of the main character(s) from the class book. Pupils
Narrative retell	text type	dialogue.	commas.	are to focus on key elements. Identify the key features within a WAGOLL.
with a focus on				(retell).
<u>character</u>				well chosen names for characters?
description.				character's actions that hint at what they are like?
Ted Hughes the Iron				powerful verbs to show feelings and behaviour?
Wav				dialogue that gives more information about characters?
				descriptions about my characters inner thoughts and feelings?





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





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





Grammatical Terminology children should know in Years 3 & 4: adverb. preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas or 'speech marks' determiner, pronoun, possessive, pronoun and adverbial.

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

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	Day Identify	I know how to	I can use	Introduce the hook by reading an extract from the class book with props
	key features of	use capital	capital letters	and dramatic music. You may wish to seek a video clip to support. Then
Selling description	text type			





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





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





	complex	complex	(Focus on 5/6 pupils each lesson for in-depth live marking and verbal
	sentence is.	sentence.	reedback),
Day 10 Publish	SPAG	I can redraft	Best Writing (1 hour)
2 nd Draft	QUIZ OF	my writing.	(2 nd Dra _f t)
	THIS		All pupils are to redraft their final piece to complete the writing cycle
	UNIT'S		including improvements from the previous lesson.
	FEATURES.		

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





the Iron				reports. Pupils identify the key features, con and annotate.	'
				Features	√/X
				The name of the newspaper	
				A headline that uses α 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	<u>. </u>
	Day 2 Shared write (groups	I know how to	I can punctuate	Pupils construct a shared write News Repor	rt in
	ot 3)	punctuate	dialogue correctly.	mixed ability group on paper.	
		direct speech.		Consider bold headlines and conciseness o	f
				information. What will happen if we aren't	
				concise? Punctuation for direct speech. Rhe	etorical
				questions.	
	Day 3 Plan and Draft	I know how to	I can identify the	Shared plan for paragraph 1. Model writing	g and
	Paragraph I	punctuate	reatures of dialoque.	thought process with a focus on today's ski	
		direct speech.	, ,	Pupils independently write I paragraph.	





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





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





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

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	Genre and Week	Z-week cycle	Knowledge	Skill	Activity Uutline	ty Uutline
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Weeks 7 & 8	Day Identify	I know how	I am beginning	Hook: Starbooks Annual Book Review Awards: Pupils are going l	σ be judges
(Adjust to fit one	key features of	uplevel	to identify good	of 'Starbooks Book Review Awards' ceremony (fictional). Read 3	WAGOLL
week if	text type	vocabulary	vocabulary	book reviews. In 2/3 pupils are to review, rate and annotate the	m. Groups
necessary)		choices.	choices.	can then reedback which one should win. Use music and visuals	to make
				this exciting.	
Book Review				Identify the features.	
Ted Hughes the Iron				Book Review	
Wan				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)	





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





Do	ay 6 Plan and	I know how to	I can use	Shared plan for paragraph 4. Model writing and thought process with a
Dr	raft Paragraph	use a range	connectives in	çocus on today's skill. Pupils independently write I paragraph.
4		of connectives.	my writing.	
				(Focus on 5/6 pupils each lesson for in-depth live marking and verbal
				reedback),
Do	ay 7 Plan and	I know what	I can use a	Shared plan for paragraph 5. Model writing and thought process with a
Dr	raft Paragraph	a compound	range of	çocus on today's skill. Pupils independently write 1 paragraph.
5		sentence and	sentence types.	
		complex		(Focus on 5/6 pupils each lesson for in-depth live marking and verbal
		sentence is.		reedback),
Do	ay 8 Plan and	I know what	${ m I}$ can use a	Shared plan for paragraph 6 (Conclusion) Model writing and thought
Dr	raft Paragraph	a compound	range of	process with a focus on today's skill. Pupils independently write I
6		sentence and	sentence types.	paragraph.
		complex		
		sentence is.		(Focus on 5/6 pupils each lesson for in-depth live marking and verbal
				reedback),
Do	ay 9 Edit and	I know what	${ m I}$ can use a	Pupils are to use CUPS and ARMS to edit and improve two paragraphs
l up	p level 1 or 2	a compound	range of	from their writing using purple pens.
рс	aragraphs	sentence and	sentence types.	iPad/dictionaries/ thesaurus available.





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