



## Writing Curriculum Plan Unit 4 2023-24

Unit 4 (Cycle A) 2023-24												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p><b>Progression of Core Texts</b>  <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	<p>Incredible Edibles  (Instructions)</p>	<p>The Day the Crayons Quit  (Narrative - Letter)</p>	<p>Weslandia by Paul Pershland  (Narrative)</p>	<p>Volcanoes Issy Howell  (Non-Chronological Report)</p>	<p>A Word in your Ear Tony Ross  (Narrative)</p>	<p>Alastair Humphreys' Great Adventures by Kevin Ward  (Hybrid: Biography and Recount)</p>	<p>Straw into Gold Hilary  (Narrative – Retelling of a Fairy Tale)</p>	<p>Anatomy: A Cutaway Look Inside the Human Body by Helene Druvert  (Scientific Information Text)</p>	<p>Is this a poem? By Roger Stevens  (Poetry)</p>	<p>Are Humans Damaging the Atmosphere? by Catherine Chambers  (Non-Chronological Report: Explanatory and Informative)</p>	<p>Varjak Paw  (Narrative – Writing an Additional Chapter)</p>	<p>The Lost Words By Jackie Morris  (Poetry)</p>
<p>Links to Wider Curriculum</p>	<p><b>DT Long Enquiry: Cooking and Nutrition:</b> How can you ethically make a savoury dish?</p> <p><b>Art Short Enquiry:</b> How can I draw accurately?</p>		<p><b>Geography Long Enquiry:</b> How does climate change and natural disasters affect the world?</p>		<p><b>History</b> What were the achievements of the early civilisations? (with in-depth focus of the Egypt).</p>		<p><b>Science: Forces</b></p>		<p><b>Geography Short Enquiry:</b> Environmental: plastic pollution and the impact on our planet. Fieldwork: To use the school and grounds to investigate 'how can our school reduce its plastic waste?'</p>		<p><b>Science: Living Things and their Habitats</b></p>	
<p>Independent purposeful writing outcomes</p>	<p>Write a set of instructions for making soup, that you will follow in DT.</p> <p>Write about a chosen object, which is feeling fed-up, and create a story.</p>		<p>Write a short story on a character's time in an invented civilisation.</p> <p>Write a double page spread informing the reader, linking to natural disasters.</p>		<p>Write a ghost story, building atmosphere and suspense.</p> <p>Write about a real-life expedition of an inspiring person, present the information in more than one way (diagrams, kit list, cartoon etc.)</p>		<p>Write a retelling of a traditional fairy tale.</p> <p>Write an informative page about the circulatory system (or other part of the body), including diagrams, lift-up flaps and other features.</p>		<p>Write a poem, making careful choices about content of the poem and what form would be best suited.</p> <p>Write a formal and informative text on a geographical issue.</p>		<p>Write an additional chapter to the story of Varjak Paw.</p> <p>Write a poem about the natural world, making careful ambitious choices on vocabulary and accompany this with a watercolour painting.</p>	

<p>Composition, grammar and punctuation</p>	<p><b>Direct address to audience</b></p> <p><b>Formality:</b> informality, selecting vocabulary carefully.</p> <p><b>Layout devices:</b> Bullet Points and Subheadings</p> <p><b>Cohesive devices:</b> Adverbials of number and prepositional phrases</p> <p><b>Modal verbs</b></p>	<p>First person</p> <p><b>Formality:</b> informality - contractions, word choices.</p> <p><b>Expanded Noun Phrases:</b> pre-modification</p> <p><b>Verb Forms:</b> Present perfect</p> <p><b>Ellipsis</b></p> <p><b>Parenthesis:</b> Brackets</p>	<p><b>Expanded Noun Phrases:</b> post-modification</p> <p><b>Dialogue</b> – advance action</p> <p><b>Cohesive Devices:</b> Within and across paragraph using adverbials and pronouns</p> <p><b>Describing settings</b></p>	<p><b>Layout devices:</b> subheadings, diagrams etc.</p> <p><b>Formality:</b> formal, scientific vocabulary</p> <p><b>Multi-clauses sentences:</b> Relative clauses</p> <p><b>Commas for clarity:</b> punctuating multi-clause sentences with commas</p> <p><b>Parenthesis:</b> Brackets</p>	<p><b>Parenthesis:</b> brackets, dashes and commas.</p> <p><b>Dialogue</b> – conveying character</p> <p><b>Describing settings and character</b></p> <p>Creating atmosphere</p> <p><b>Expanded Noun Phrases</b> post-modification</p> <p>Marking independent boundary with dashes.</p>	<p><b>Verb Forms:</b> Present perfect and progressive</p> <p><b>Layout devices:</b> subheadings, cartoons, diagrams, bullet point lists</p> <p><b>Hyphens</b></p> <p><b>Cohesive devices:</b> adverbials, synonyms and pronouns</p>	<p><b>Commas for clarity</b></p> <p><b>Describing settings and characters</b></p> <p>Creating Atmosphere</p> <p><b>Dialogue:</b> conveying character and advancing action</p> <p><b>Ellipsis</b></p>	<p><b>Layout devices:</b> subheadings, diagrams, lift-up flaps.</p> <p><b>Formality:</b> formal and scientific vocabulary</p> <p><b>Passive Voice</b></p> <p><b>Multi-clauses sentences:</b> Relative clauses</p>	<p><b>Cohesive devices:</b> Synonyms and antonyms</p> <p><b>Commas for clarity</b></p> <p>Select poetry forms (purpose)</p> <p>Layout and poetic devices – stanzas, shape, line breaks.</p>	<p><b>Formality:</b> formal vocabulary</p> <p><b>Passive Voice</b></p> <p><b>Cohesion:</b> range of tense choices and questions.</p> <p><b>Direct address to audience</b> through questions.</p> <p>Commas for lists</p>	<p><b>Dialogue:</b> conveying character and advancing action</p> <p>Marking independent boundary with a semi-colon and colon</p> <p>Colons to introduce a list.</p> <p>Cohesive devices: synonyms and antonyms</p> <p>Describing settings, characters and atmosphere</p>	<p><b>Commas for clarity</b></p> <p>Hyphens</p> <p><b>Parenthesis:</b> including brackets, dashes, and commas.</p> <p>Colon to introduce a list</p> <p>Poetic and layout devices: assonance and acrostic.</p>
<p>Spelling</p>												
<p>Handwriting</p>												

Unit 4 (Cycle B)											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	The Ice Bear by Jackie Morris (fiction )	Extreme Animals by Nicola Davies (non-fiction-non-chron)	The Tear Thief by Carol Ann Duffy (fiction – whimsical)	Bethlehem – a Christmas Poem by Carol Ann Duffy (poetry)	A Thief in the Village by James Berry (fiction)	The Secrets of Stonehenge by Mick Manning (non-fiction)	Hansel and Gretel by Neil Gaiman (fiction – traditional tale)	Women in Science by Rachel Ignotofsky (non-fiction)	Kensuke's Kingdom by Michael Morpurgo (fiction)	Cloud Busting by Marjorie Blackman (poetry)	Flood by Alvaro. F Villa (fiction)
Links to Wider Curriculum	RSHE – Being Me		Science – Electricity		Science – Evolution				Geography – Locational Knowledge		
Independent purposeful writing outcomes	Write a double-page spread of a non-chronological report about an animal.		Write a narrative about a thief of feeling or emotion, focusing on prepositional phrases and word order.		Create a double page spread about the secrets of the Ancient Greeks.		Re-tell a traditional fairy tale, create illustrations to coincide with your tale.		Write a setting description of you waking up on a desert island. Draw maps of your desert island to accompany your setting description.		Tell a story through poetry, making choices about poetic devices. Perform the narrative poem through Adobe Spark video.
Grammar and punctuation	1)Expanded noun phrase 6)Adverbial phrases	5) Parenthesis Brackets, dashes or commas 8) Layout devices 14) Informal language	1)Expanded noun phrase 6)Adverbial and prepositional phrases 13) Commas to clarify meaning	2) Poetic device 6) Adverbials phrases 7) Tense choices 12) Punctuating independent clauses colons, sem	11) Inverted commas 13) Commas to clarify meaning 14) Informal/formal language	1)Expanded noun phrase 5) Parenthesis 8) Layout devices 9) Passive voice 13) Commas to clarify	) Layout devices 10) Cohesive device - ellipsis 15) Degrees of possibility e.g., modal verbs and	1)Expanded noun phrase 5) Parenthesis 8) Layout devices 9) Passive voice 13) Commas to clarify	5) Parenthesis Brackets, dashes or commas 6) Adverbials of time, place 7) Tense choices 10)Cohesive devices like repetition 15) Degrees of possibility using	1)Expanded noun phrases 2) Poetic device 5) Parenthesis commas to convey meaning 13) Commas to clarify meaning	

				colon and dashes		meaning 17) Hyphens	adverbs	meaning 17) Hyphens	modal verbs and adverbs 16) Colons or semi colons to introduce a list		
Spelling											
Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p>Children will learn when it is appropriate to use unjoined handwriting. For example: writing an email address, inputting data, labelling a diagram, for capital letters and when filling out a form.</p> <p>Children will be encouraged to practice speed and legibility of handwriting during weekly handwriting morning sessions.</p>										