**Writing – Summer Yr 3 /** **4**

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| Prior Learning | | |
| This unit will build on the knowledge and skills learned in KS1 and those from the autumn and spring term.  Prior learning will continue to be knowledge of how different genres of writing are similar and different to each other and how to recognise and identify them. The children will be expected to write in more complex sentences, thinking about using a variety of sentence openers as well as expanded noun phrases. They will also be continuing to punctuate their writing correctly with capital letters, full stops, question marks, exclamation marks, commas as well as direct speech. They will be using all their prior knowledge to assess, edit and redraft their own work and that of their peers. | | |
| Key vocabulary for this unit | | |
| Summarize  Paragraphs  Powerful Vocabulary  Information Text  Adverbs  Expanded Noun Phrases  Prepositions  Punctuation  Clause commas  Conjunctions  Adventure narrative  Mood  Biography  Autobiography | | Introduction  Chronological Order  Time Connectives  First person  Third Person  Newspaper Report  5 Ws  Headline  By-line  Caption  Alliteration  Main body  Embedded Clause  Quotes  Direct/indirect speech |
| Learning Sequence | | |
| **Introduction to the book ‘The Land Of Neverbelieve’.** | * To summarize paragraphs. * To extend vocabulary. | |
| **Information Text based on the book ‘The Land Of Neverbelieve’** | * To organise paragraphs round a theme. * To use simple organisational devices. * To assess the effectiveness of their own and others’ writing and suggest improvements. | |
| **Adventure narrative based on the book ‘The Land Of Neverbelieve’** | * To plan and create a setting, a character and a plot. * To see how using more powerful vocabulary can improve a text. * To use prepositional phrases to begin sentences. * To understand how to change the mood of a text. | |
| **Biography based on the book ‘The Land Of Neverbelieve’** | * To know what a biography is and how it is structured. * To use effective time connectives. * To choose between a pronoun or noun within and across sentences to aid cohesion and avoid repetition. | |
| **Newspaper report based on stories from other cultures.** | * To know the features of a newspaper report. * To understand the 5 Ws. | |
| Assessment milestones | | |
| **Key Skills:**   * To up-level verbs. * To use prepositional phrases and time connectives to write a range of sentence openers. * To evaluate their own and others’ work, knowing what makes a good piece of writing. | | **Key Knowledge:**   * To know the key features of an information text. * To know the key features of a biography. * To know the key features of a newspaper report. |