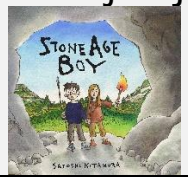
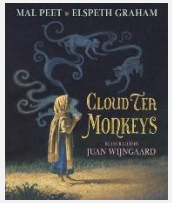
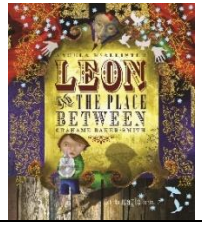
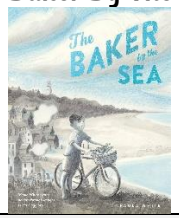
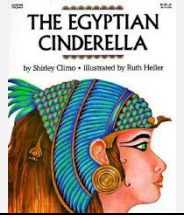
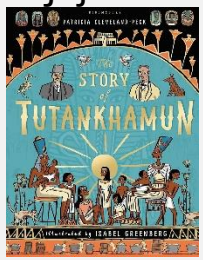
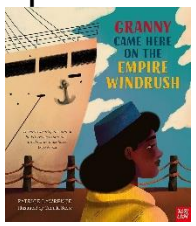
Y3-4 English Writing Framework Year A

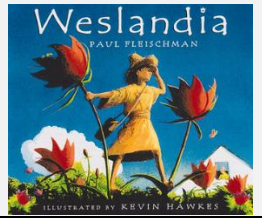
<table>
<tr><th>Y3/4</th><th>Main Written Outcomes</th><th>Writing Stem Book</th><th>Small steps to teach each term – sentence writing</th><th>Authorial Technique</th></tr>
<tr><td rowspan="3">Autumn 1</td><td>1 week
Poetry
Writing to entertain</td><td>Summer holidays
What I didn't do…</td><td rowspan="3">Y3
• Spend the first half-term of Y3 ensuring that all children understand the sentence writing small steps from KS1 and can use these ideas with fluency and automaticity. You may like to consider introducing no new content to ensure these important component skills are mastered.
• There are three main types of sentence: simple sentences, compound sentences and complex sentences.
• Simple sentences are made of one clause which has a noun and a verb.
• Compound sentences have two clauses, joining two simple sentences with a coordinating conjunction – 'and', 'but' or 'so'
• A complex sentence has a main clause and a subordinate clause.
• Complex sentences use commas to separate multiple clauses.
• The nouns and verbs in any clause can be extended using adverbs.
• In non-fiction writing, we use headings and sub-headings to introduce what a section of the text is all about.
Y4
• Spend the first few weeks cementing the main sentence writing small steps already taught.
• There are three main types of sentence: simple sentences, compound sentences and complex sentences.
• Phrases are parts of a sentence without a verb.
• Clauses are parts of a sentence which include a verb.
• We can describe nouns carefully by turning them into noun phrases using adjectives and other words.
• We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs.
We use paragraphs to group sentences that are about the same topic or idea.</td><td>-</td></tr>
<tr><td>3 weeks
Character descriptions
Set of instructions to escape
Writing to Inform</td><td>The Barnabus Project
</td><td>Sensory imagery</td></tr>
<tr><td>3 weeks
Letters of explanation
Poetry
Diary entries.
Writing to entertain</td><td>The Tear Thief
</td><td>Past tense verb forms</td></tr>
<tr><td>Autumn 2</td><td>3 weeks
Narrative with a setting and character focus
Writing to entertain</td><td>Stone Age Boy
</td><td>Y3
• We use paragraphs to group sentences that are about the same topic or idea.
• We usually show the separation between paragraphs by leaving a blank line to make it easier for the reader.</td><td>Adverb starter
Adjective starter</td></tr>
</table>

Y3-4 English Writing Framework Year A

	3 weeks Non chronological report **Writing to inform**	**Cloud Tea Monkeys**  	• Where-adverbs give more information about where the verb is happening (under, below, behind). Where-adverbs are also called '**prepositions'**. Y4 • We use **inverted commas** to show when a character is speaking in our writing. • We always use a piece of punctuation before the closing inverted comma when punctuating direct speech. • We use a comma, an exclamation mark or a question mark at the end of the speech when the inverted commas are followed by a verb e.g. "You're right!" exclaimed Max. • We only use a full stop at the end of the speech before the closing inverted commas if it is the end of the sentence. • We always use a comma after the reporting clause before the opening inverted commas e.g. Max exclaimed, "You're right!"	Alliteration Hypothetical questions
	1 week Poetry *Descriptive Poem* **Writing to entertain**	**Christmas Focus**	• Consolidation of all objectives taught so far this year.	Rhyme, Rhythm, Personification
Spring 1	3 weeks Narrative with setting focus Diary entry **Writing to entertain**	**Leon and the Place Between**  	Y3 • We use **inverted commas** to show when a character is speaking in our writing. • An inverted comma goes before the character begins to speak and at the end of what they say. When a new character starts speaking, we start a new line. Y4 **Adverbial phrases** are phrases that act like an adverb (under the stairs/with my heart in my mouth). • Adverbs and adverbial phrases can be moved around a sentence for different impact. • When we use adverbs and adverbial phrases at the beginning of a sentence, we call it a '**fronted adverbial'.** We always use a comma after a fronted adverbial to separate it from the rest of the sentence.	Simile Metaphor
	3 weeks Creating a brochure to advertise the village. **Writing to persuade**	**The Baker By The Sea**  		Hyperbole Repetition for effect
Spring 2	3 weeks Rewrite traditional tale with Egyptian twist **Writing to entertain**	**Egyptian Cinderella**  	Y3 Nouns can be formed with different prefixes e.g. super-, anti-, auto- Know when to use 'a' or 'an' for a word beginning with a consonant or a vowel Y4 • **Pronouns** are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. • We use pronouns to replace nouns, so our writing doesn't sound repetitive.	Cliffhanger Vary sentence length

Y3-4 English Writing Framework Year A

<table>
<tr><td></td><td>2 weeks
Information sentences/ boxes/ paragraphs
Writing to inform</td><td>The Story of Tutankhamun

</td><td>Know the difference between plural -s and possessive -'s
• Apostrophes are used to mark plural possession (knowing the difference between singular and plural) e.g. the girl's room, the girls' room</td><td>Simile
Metaphor</td></tr>
<tr><td rowspan="3">Summer 1</td><td>3 weeks
Narrative with a setting and character focus
Description Story – retelling
Writing to entertain</td><td rowspan="3">Granny Came Here on the Empire Windrush

</td><td rowspan="3">Y3
When we are writing in the past tense, we most often use the simple past (she jumped / she went outside).
We use the present perfect verb form to say that something has only just happened.
To use the present perfect verb form, we use 'has' and then a simple past tense verb (has jumped / has gone outside).

Y4
Apostrophes are used to mark plural possession (knowing the difference between singular and plural) e.g. the girl's room, the girls' room
• Phrases are parts of a sentence without a verb.
• Clauses are parts of a sentence which include a verb.
• We can describe nouns carefully by turning them into noun phrases using adjectives and other words.
• We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs.</td><td>Past tense verb forms
Onomatopoeia</td></tr>
<tr><td>2 weeks
Poetry
Nonsense Poems
Writing to entertain</td><td>Power of 3,</td></tr>
<tr><td>1 - 2 lessons
Non chronological report
Writing to inform</td><td>Hyperbole</td></tr>
<tr><td rowspan="2">Summer 2</td><td>2 lessons
Recount of a real experience
Writing to inform</td><td>Earth Science centre Summer Trip</td><td></td><td>Adverb starter</td></tr>
<tr><td>3 weeks
Own version of the story
Writing to entertain</td><td>Westlandia

</td><td>Y3 & Y4
Consolidation of all objectives taught so far</td><td>Non-finite verb sentence starter</td></tr>
</table>

Y3-4 English Writing Framework Year A

	3 weeks Narrative with a setting and character focus – retelling **Writing to entertain**	**TBA**		

Book Summary

Autumn 1	**Barnabus Project** - Barnabus is a small creature who lives underground in a secret laboratory. He dreams of seeing the outside world. When Barnabus discovers that he and his friends are in danger, they bravely escape together. After facing many challenges, they finally reach the surface. Barnabus is amazed by the wonderful world around him. He learns that being different is special. The story teaches us about **friendship, courage, kindness and acceptance**.
	The Tear Thief is a mysterious girl who visits children at night and collects their tears. She takes the tears because she believes they are beautiful and precious. One night, she meets a little girl who is sad and crying. The Tear Thief begins to understand the feelings behind the tears. The story explores emotions and shows that crying is a natural way to express sadness and feelings.
Autumn 2	Stone Age Boy is about a modern boy who falls through a hole in the ground and travels back to the Stone Age. He meets a Stone Age girl called Om, who shows him how people lived long ago. They hunt, make tools, paint pictures and gather food. The boy learns about Stone Age life and makes a new friend. When he returns home, he remembers his exciting adventure and Om.
	Cloud Tea Monkeys is about a young girl called Tashi who lives with her mother in India. They are poor and make tea for a living. When Tashi becomes ill, magical cloud tea monkeys appear and help her. They collect tea leaves from high in the mountains. Their kindness helps Tashi and her mother. The story explores **kindness, friendship, family, courage and generosity**.
Spring 1	Leon visits a magical circus with his family and watches a magician perform. When the magician asks for a volunteer, Leon bravely steps forward. He disappears into a mysterious world called the Place Between. There, he meets strange and wonderful creatures and experiences an exciting adventure. Leon eventually finds his way back to the circus. The story explores **courage, imagination, magic and believing in yourself**.
	The Baker by the Sea tells the story of a baker who lives and works beside the sea. He makes delicious bread and cakes for the people around him. His bakery becomes a welcoming place where people can come together. The story celebrates the beauty of the seaside and the importance of community. It explores **kindness, friendship, hard work, belonging and the simple pleasures of everyday life**.
Spring 2	Rhodopis is a young girl who is taken to Egypt and forced to work for a cruel master. She is treated badly by the other servants but remains kind and hardworking. One day, a falcon takes one of her beautiful shoes. The Pharaoh finds it and searches for its owner. When he meets Rhodopis, he realises she is the girl he has been looking for. They marry and she becomes queen.
	Tutankhamun became Pharaoh of Egypt when he was only a child. He ruled for a short time before dying at around 19 years old. His tomb was hidden for thousands of years until Howard Carter discovered it in 1922. Inside were thousands of treasures, including his famous golden burial mask. Tutankhamun became one of the most famous Egyptian pharaohs, helping people learn about life in Ancient Egypt.

Y3-4 English Writing Framework Year A

Summer 1	This story tells the journey of a young girl whose grandmother travelled from Jamaica to Britain on the Empire Windrush in 1948. Granny explains what life was like when she arrived and how she helped build a new life in Britain. The story celebrates her courage and determination. It also teaches children about the Windrush generation, their experiences and their important contribution to British society.
Summer 2	**Weslandia** - Wesley is a boy who does not fit in with the other children. He decides to create his own civilisation called Weslandia in his garden. He grows his own food, invents a language, makes clothes and creates games. At first, the other children ignore him, but soon they become interested in his amazing ideas. Wesley learns that being different can be a strength and that sharing your interests can bring people together.

	Past	Present	Future
Simple	Tom jumped.	Tom jumps.	Tom will jump.
Progressive	Tom was jumping.	Tom is jumping.	Tom will be jumping.
Perfect	Tom had jumped.	Tom has jumped.	Tom will have jumped.

Why should children use different verb forms in their writing?

Progressive verb forms:

- Show something is in progress e.g. The dog was running across the garden.
- Can be used to show two things are happening at the same time e.g. He was reading a book whilst the cat was sleeping on his lap.

- Can slow down the action to focus on a moment or build suspense e.g. The dragon was circling above the castle, smoke curling from its nostrils.

Perfect verb forms:

- Show that an action is completed e.g. She has eaten her lunch.
- Make clear the order of events in time e.g. He had finished his homework before he went out to play.
- Can make writing sound more formal or precise e.g. The council has reviewed all of the suggestions.