

Years 3 and 4

Key Knowledge – Text structures and features (e.g., how a persuasive letter differs from a narrative). Understanding of audience and purpose. Grammar and Punctuation. Vocabulary and word meanings. Spelling rules and patterns.

Skills Progression – How the pupils will apply their knowledge over each Unit.

Rationale – Please make reference to any cross curricular links, school values and British Values

Planning a unit

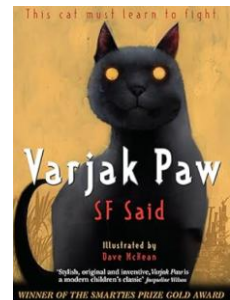
Start with a Model Text. This should be stuck on the first page for pupils to refer back to and use. Particularly during Week 1. The Model Text must be different to the piece of writing the pupil will produce in week 2/3

Stage 1 – **Explicit Teaching** Direct teaching of grammatical features, sentence structures, and the compositional elements of the genre.

Stage 2 – **Planning and Extended Writing** Children plan, orally rehearse, draft, and write a sustained piece of writing applying the taught skills.

Stage 3 – **Editing and Proof-Reading** Pupils are taught to edit for clarity, accuracy, and impact, focusing on meaning, grammar, punctuation, and vocabulary choices.

End with Success Criteria – This is your formative assessment to inform future planning / revisit of unit.

Suggested Texts	Genre	Knowledge – What do pupils need to know	Skills – What do pupils need to do	Mixed Year considerations	Rationale
	Third Person Narrative	<p>Third person uses he, she, they instead of I/we.</p> <p>Precise vocabulary makes writing vivid and avoids vague words.</p>	<p>To write consistently in third person.</p> <p>Choose precise words to describe characters, settings, and actions.</p>	<p>Year 3 Building the foundations (recognising, identifying, using simple forms).</p> <p>Year 4</p>	<p>Varjak Paw provides accessible but ambitious language. SF Said is a BAME Author - He became the first writer from an ethnic minority background to win the</p>

		<p>Metaphors compare one thing directly to another for effect.</p> <p>Expanded noun phrases add detail with adjectives or prepositional phrases.</p> <p>Adverbs and prepositions show how, when, where, and relationships in sentences.</p>	<p>Create simple metaphors to enhance imagery and mood.</p> <p>Build expanded noun phrases to add detail and variety.</p> <p>Use adverbs and prepositions effectively to clarify meaning and enrich description.</p>	<p>Developing sophistication (sustaining, refining, applying for effect).</p>	<p>Nestlé Smarties Book Prize for Children’s Literature with Varjak Paw</p>
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Suggested ideas / sequence of planning

The model text provides a clear structure that children will use to write their own third person narrative. Structure of paragraphs: Main character and setting, difficult situation, main character needs help, help is provided, main character has hope.

Pupils will be taught to sustain the third person and use a range of descriptive devices. They will use precise vocabulary to build atmosphere.

To use and sustain the third person perspective

To use precise vocabulary to build atmosphere

To use metaphors to describe a setting

To use expanded noun phrases to describe in detail

Use adverbs and prepositions to describe how, when and where

Create a clear and simple story plot – Use model text to demonstrate the structure

Plan and write a story using taught features

Edit for accuracy – Transcription

Edit for effect – Improving composition – Vocabulary etc...

Suggested Texts	Genre	Knowledge – What do pupils need to know	Skills – What do pupils need to do	Mixed Year considerations	Rationale
<p>Use of Model Text</p> <p>Link to making a Greek Salad in DT.</p>	<p>Advanced Instructional Writing</p> <p>(2 weeks)</p>	<p>How the organisation of a text can guide the reader.</p> <p>The importance of careful sequencing in instructional writing.</p>	<p>Be able to use imperative verbs to command the reader.</p> <p>Insert adverbs to add precision and detail.</p>	<p>Year 3</p> <p>Children focus on basic structure (title, list, steps) and simple imperative verbs.</p> <p>Year 4</p>	<p>Pupils will have prior knowledge of writing instructions.</p> <p>This Unit builds on previous learning by extending sentences</p>

		<p>Imperative verbs give direct commands, e.g., cut, mix, place.</p> <p>Adverbs explain how actions should be done, e.g., carefully, thoroughly, gently.</p> <p>Prepositions show relationships of place, time, or direction, e.g., into, on, with, before, after.</p> <p>Fronted adverbials add detail at the start of a sentence, e.g., Carefully, place the mixture in the pan.</p>	<p>Use prepositions to explain where or when actions happen.</p> <p>Experiment with fronted adverbials to vary sentence openings and improve style.</p> <p>Avoid ambiguity by being specific (Grate finely into a large mixing bowl rather than Grate the vegetables).</p>	<p>Children expand with fronted adverbials, varied adverbs, and extended sentences, showing greater awareness of the reader.</p>	<p>to add more detail and secure use of grammatical features.</p>
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Suggested ideas / sequence of planning

Teachers may select their own focus for the Instructional Writing Unit; however, they must ensure that the objectives outlined above are explicitly taught. **Consider your cohorts needs.** It's often beneficial for pupils to do the activity first, if they are still developing sequencing and vocabulary. For others, they may have the skills to write the instructions without making the item, drawing on prior knowledge and experiences.

Use the model text to explore structure and presentation of the text.

Use imperative verbs for commands.

Use adverbs to explain how, when and where.

Use prepositions to explain when and where.

Use a planning template to structure their own text.

Edit for accuracy – Transcription

Edit for effect – Improving composition – Vocabulary etc...

