

Writing in Tyburn Class

Tyburn Cycle Y3/4

	Writing Stimulus	Writing Purpose	Writing Focus
Autumn 1 Our Local Environment Bradgate Park – Who are Britain's National Parks For? 7 weeks	Unit 1 1 week	Being a writer	Simple sentences – CL and FS Handwriting – letter formation Using a ruler in books
	Unit 2 3 weeks Anthony Brown Into the Forest	To narrate a story set in a familiar setting	Y3 Short cohesive story with a beginning, middle and end Y3 Short story with description of setting Y3 Precisely chosen adjectives to describe people, objects and settings Y4 Write with a clear story structure Y4 Beginnings of a narrative are more lively and can capture the reader's interest
	Unit 3 2 weeks Trip to Bradgate	To recount educational visit	Y3 Features of text type are used e.g. sequential (time adverbials) and use of past tense. Y3 Paragraphs organised around a key theme Y4 Paragraphs to group ideas logically Y4 include details to add interest Y4 Use conjunctions to develop the flow of writing
	Unit 1 week Poetry	To write a descriptive poem about Harvest	Y3 Use of simple organisational devices Y3 Description, including imagery Y4 include details to add interest Y4 Use progressively rich and varied vocabulary
Autumn 2 Stone Age to the Iron Age 9 weeks	Unit 1 3 weeks Stone Trolls	To narrate a Warning Story	Y3 Short cohesive story with a beginning, middle and end Y3 Descriptive sentences – expanded noun phrases Aa . ! ? “ “ Y4 Sentences start in different ways, e.g. adverbs, time adverbials Y4 Write clear story with build up and climax Y4 can include details to interest the reader
	Unit 2 2 weeks How to wash a Woolly Mammoth	To instruct what and how to	Y3 Use organisational devices, e.g. sub headings Y3 Use adverbs to qualify verbs (carefully pack your compass) Y3 Sequential sentences and time adverbials Y3 Show an increasing awareness of the reader Y4 Use a mixture of sentence types Y4 Consider the needs of the reader

			Y4 Use adverbs and adverbial phrases
	Unit 3 2/3 weeks Skara Brae (Jane Considine)	To inform – create a holiday brochure Persuasive text	Y3 Paragraphs organised around a key theme which is evident to the reader Y3 Use of simple organisational devices Y3 Use a range of conjunctions to extend sentences and give further information Y4 Paragraphs used to group ideas logically Y4 Uses organisational features confidently Y4 Use co-ordinating and subordinating conjunctions
	Unit 4 1 week	To create images through descriptive poetry using free verse	Y3 Description, including imagery Y4 Imagination is shown by the inclusion of some details Y4 Use progressively rich and varied vocabulary
Spring 1 Rivers 6 weeks	Unit 1 3 weeks Journey – Aaron Becker	To entertain through narrating an adventure story	Y3 Write a narrative with a clear beg mid and end Y3 Variety in sentence structure – some long sentences and some short ones Y4 Beginnings of stories are more lively to capture the reader’s interest Y4 Use a mixture of sentence types, sometimes varying their structure Y4 Use progressively rich and varied vocabulary
	Unit 3 2 weeks Sneaglegator (T4W)	To inform through a non-chronological report	Y3 Write a clear introduction Features of a text type are used, e.g. sub headings Y3 Choose and maintain the correct tense Y3 Use a range of conjunctions to extend sentences and give further information Y4 Main features of text type are used, introduction, sub headings etc Y4 Choose and maintain the correct tense Y4 Use co-ordinating and subordinating conjunctions
	Unit 3 1 week	PIXL Tests	•
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Spring 2 Romans 4 Weeks	Unit 1 2weeks Romulus and Remus	To entertain through Myths and Legends	Y3 Write a narrative with a clear beg mid and end Y3 Use appropriate story language Y3 Description, including imagery Y4 Imagination is shown by the inclusion of some details Y4 Use progressively rich and varied vocabulary (adjectives and adverbs) Y4 Use adverbials in different positions

	Unit 2 2 weeks Roman Diary The journal of Iliona	Journalistic Writing	Y3 Paragraphs organised around a key theme Y3 Paragraphs begin with topic sentences which are then developed in further detail Y3 Some evidence of writing for effect, e.g. persuasive Y4 Paragraphs have relevant openings Y4 Paragraphs used to group ideas logically Y4 can include details to persuade
	Unit 3 1 week Escape From Pompeii	To create mood or images through 'form' poems, e.g. Haiku, Diamantes, Kennings	Y3/Y4 Use organisational devices confidently Y4 Use progressively rich and varied vocabulary
Summer 1 Biomes and Climate 7 Weeks	Unit 1 The Dreamgiver Literacy Shed (magic door etc)	To entertain through a fantasy story	Y3 Can provide appropriate and interesting detail about setting or characters Y3 Indicate paragraph breaks Y3 Resolution to stories is appropriate Y4 Beginnings of stories are more lively and capture the readers' interest Y4 Beginning to develop characterisation Y4 Verbs qualified by adverbs and adverbial phrases
	Unit 2 Climate change (letter)	To Persuade	Y3 Detail in writing adds interest Y3 Can choose and maintain correct tense Y3 Can write a clear introduction Y4 Beginning to establish viewpoint in writing Y4 Verb tenses used consistently and accurately across a text Y4 Write a clear introduction Y4 Points raised in a sensible order
	Unit 3	To instruct how to make meal fit for	Y3 Use organisational devices confidently Y3 Use adverbial phrases in a sentence Y3 Use commas for fronted adverbials Y4 Use organisational devices confidently Y4 Qualify verbs using adverbs and adverbial phrases Y4 Use a mixture of sentence types

Summer 2 The Normans 6 Weeks	Unit 1 Back in the past 2 weeks Pie Corbett – Roman Helmet	To entertain through a historical narrative (Time slip story)	Y3 Show increasing awareness of the reader, e.g. frequent use of vocab for effect Y3 Use precisely chosen adjectives to describe Y3 Resolution to stories is appropriate Y4 Develop characterisation through describing how characters look, react, talk or behave Y4 Paragraphs show a change in action, setting or time Y4 Tense and perspective are maintained throughout narrative work
	Unit 2 (diary or Newspaper) 2 weeks Norman Invasion	To recount an event through a diary (diary or newspaper about an invasion)	Y3 Viewpoint through 1 st or 3 rd person Y3 Paragraphs organised around a key theme Y3 Include detail to add interest Y4 Points raised in a sensible order Y4 Include details to add interest Y4 Use adverbials in different positions
	Unit 3 Transition work/writing		