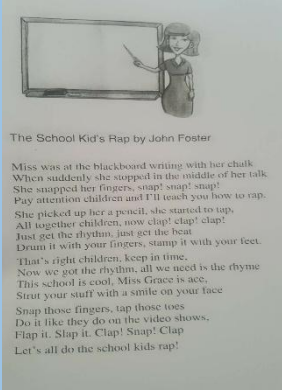
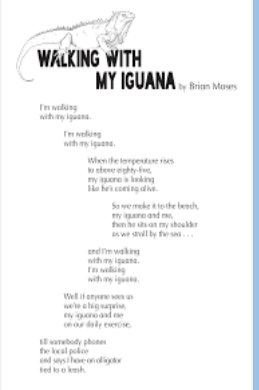
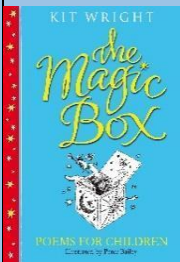



		Block 1	Block 2	Block 3
Texts				

<p>Poetry Focus</p>	 <p>The School Kid's Rap by John Foster</p> <p>Miss was at the blackboard writing with her chalk. When suddenly she stopped in the middle of her talk. She snapped her fingers, snap! snap! snap! Pay attention children and I'll teach you how to rap. She picked up her pencil, she started to tap. All together children, now clap! clap! clap! Just get the rhythm, just get the beat. Drum it with your fingers, stamp it with your feet. That's right children, keep in time. Now we got the rhythm, all we need is the rhyme. This school is cool, Miss Grace is ace, Strut your stuff with a smile on your face. Snap those fingers, tap those toes. Do it like they do on the video shows, Clap it, Snap it, Clap! Snap! Clap. Let's all do the school kids rap!</p>		 <p>WALKING WITH MY IGUANA by Brian Moses</p> <p>I'm walking with my iguana.</p> <p>I'm walking with my iguana.</p> <p>When the temperature rises to those eighty-five, my iguana is looking like her cooking fire.</p> <p>So we make it to the beach, my iguana and me, then he sits on my shoulder as we stroll by the sea ...</p> <p>and I'm walking with my iguana.</p> <p>I'm walking with my iguana.</p> <p>Well if anyone sees an earth to big surprise, my iguana and me on our daily exercise.</p> <p>Oh somebody photos the local police and says I have an obligate tail to a limb.</p>	<p>Haikus and/ Kennings</p>  <p>Description / Imagination</p>  <p>twinkl.com</p>		
<p>Written Outcome</p>	<p>The Promise:</p> <p><i>Letter Writing</i></p> <p><i>Setting description</i></p> <p><i>Story Introduction</i></p> <p>Traction Man:</p> <p><i>Letter Writing</i></p> <p><i>Diary Writing</i></p> <p><i>Recount Writing</i></p> <p><i>Setting Description</i></p> <p><i>Adventure Story Writing</i></p>		<p>First Drawing:</p> <p><i>Diary Entry</i></p> <p><i>Recount</i></p> <p>How To Wash a Woolly Mammoth:</p> <p><i>Instruction Writing</i></p> <p>Stone Age Boy:</p> <p><i>Conversation Writing</i></p>	<p>BFG:</p> <p><i>Character Description</i></p> <p><i>Wanted Poster</i></p> <p>Change Sings:</p> <p><i>HOPE Poem</i></p>	<p>Flotsam :</p> <p><i>Postcards</i></p> <p><i>setting descriptions</i></p> <p><i>message in a bottle letters</i></p> <p><i>Main outcome: Sequel (mystery narrative)</i></p>	<p>Escape to Pompeii:</p> <p><i>Setting descriptions</i></p> <p><i>Diaries</i></p> <p><i>Letters</i></p> <p><i>thought bubbles</i></p>
<p>Sentence Focus</p>	<p>Build an increasing range of sentence structures</p> <p>In narratives create settings, characters and plot</p> <p>Group related ideas into paragraphs</p>	<p>Build an increasing range of sentence structures</p> <p>In narratives create settings, characters and plot</p> <p>Group related ideas into paragraphs</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Vocabulary, Grammar & Punctuation</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while,</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>

					<p>so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of commas after fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	
<p>Text Focus</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions</p> <p>Predict from details stated and implied</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions</p> <p>Predict from details stated and implied</p>	<p>Headings and sub-headings to aid presentation.</p> <p>Introduction to paragraphs as a way to group related material.</p>	<p>Headings and sub-headings to aid presentation.</p> <p>Introduction to paragraphs as a way to group related material.</p>	<p>Use of paragraphs to organise ideas around a theme</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters'</p>

						<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
<p>Punctuation Focus</p>	<p>Use adverbs and prepositions to express time, place and cause</p> <p>Use the progressive form of verbs in the present and past tense</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Use adverbs and prepositions to express time, place and cause</p> <p>Use the progressive form of verbs in the present and past tense</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Formation of nouns using a range of prefixes</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Continue to use a full range of year 3 punctuation</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p>

Cross-Curricular writing links

Instruction Writing – How to Wash a Woolly Mammoth

Recount / Conversation Writing - The First Drawing