<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Genre</th>
<th>Statutory Writing objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tremors</td>
<td><strong>3 x weeks</strong> - Poetry – performance/ acrostic/ shape <em>(Volcano)</em></td>
<td><strong>Plan their writing by:</strong>&lt;br&gt; - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar&lt;br&gt; - discussing and recording ideas &lt;br&gt;&lt;br&gt;<strong>Draft and write by:</strong>&lt;br&gt; - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)&lt;br&gt; - organising paragraphs around a theme (verse/ chorus/ stanza)&lt;br&gt;&lt;br&gt;<strong>Evaluate and edit by:</strong>&lt;br&gt; - proof-read for spelling and punctuation errors&lt;br&gt; - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.&lt;br&gt; - proposing changes to vocabulary</td>
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<td><strong>3 x weeks</strong> - Diary recount <em>(Pompeii animation)</em></td>
<td><strong>Plan their writing by:</strong>&lt;br&gt; - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar&lt;br&gt; - discussing and recording ideas &lt;br&gt;&lt;br&gt;<strong>Draft and write by:</strong></td>
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</table>
| Stone Age, Bone Age (Tribal Tales) | 4 x weeks - Historical Story - character and setting description (Stone Age Boy) | - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices such as headings and sub-headings

**Evaluate and edit by:**
- proof-read for spelling and punctuation errors
- proposing changes to vocabulary

**Plan their writing by:**
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

**Draft and write by:**
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- in narratives, create settings, characters and plot
- organising paragraphs around a theme

**Evaluate and edit by:**
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
| 2 x weeks - Adverts – persuasive poster (Horrible Histories) | Plan their writing by:  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

Draft and write by:  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- organising paragraphs around a theme (ideas grouped together on the poster)  
- in non-narrative material, using simple organisational devices such as headings and sub-headings  

Evaluate and edit by:  
- proof-read for spelling and punctuation errors  
- proposing changes to vocabulary and grammar (use of pronouns/ tense)  
- assessing the effectiveness of their own writing and suggesting improvements  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
|---|---|
| Traders and Raiders  
6 x weeks Recount – news report  
– Q and A interview  
Written newspaper reports  
(significant battle) | Plan their writing by:  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

Draft and write by:  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- organising paragraphs around a theme (ideas grouped together on the poster)  
- in non-narrative material, using simple organisational devices such as headings and sub-headings  

Evaluate and edit by:  
- proof-read for spelling and punctuation errors  
- proposing changes to vocabulary and grammar (use of pronouns/ tense)  
- assessing the effectiveness of their own writing and suggesting improvements  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| Sensational Sounds (Playlist) | 3 x weeks - Playscript (An Interesting Story) | - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices such as headings and sub-headings E.g. letter layout

**Evaluate and edit by:**
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to vocabulary and grammar (use of pronouns/ tense/ openings)

**Plan their writing by:**
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

**Draft and write by:**
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- in narratives, create settings, characters and plot
- organising paragraphs around a theme using simple organisational devices such as headings and sub-headings (scenes)
| 3 x weeks - Song Writing/ Poetry – vocabulary focus | **Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- assessing the effectiveness of their own and others’ writing and suggesting improvements  
- proposing changes to vocabulary and grammar (use of pronouns/ tense/ openings)  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | **Plan their writing by:**  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  
**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- organising paragraphs around a theme (verse/ chorus/ stanza)  
**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
- assessing the effectiveness of their own and others’ writing and suggesting improvements  
- proposing changes to vocabulary |
| --- | --- | --- |
| Scrumdiddlyumptious | **3 x weeks - Fantasy story – problem and resolution (Charlie and the Chocolate Factory)** | **Plan their writing by:**  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas |
| 3 x weeks - Instructions (Banana muffins and chocolates) | Draft and write by:  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- in narratives, create settings, characters and plot  
- organising paragraphs around a theme  

Evaluate and edit by:  
- proof-read for spelling and punctuation errors  
- assessing the effectiveness of their own and others’ writing and suggesting improvements  
- proposing changes to vocabulary and grammar (use of pronouns/ tense/ openings/ conjunctions)  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  

Plan their writing by:  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

Draft and write by:  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- organising paragraphs around a theme  
- in non-narrative material, using simple organisational devices such as headings and sub-headings E.g. letter layout |
| Road Trip USA | **6 weeks - Adventure story – write a full story which includes introduction, character description, setting, problem and resolution. (Indian in the Cupboard)** | **Plan their writing by:**  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- in narratives, create settings, characters and plot  
- organising paragraphs around a theme  

**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- assessing the effectiveness of their own and others’ writing and suggesting improvements  
- proposing changes to vocabulary and grammar (use of pronouns/ tense/ openings/ conjunctions)  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
# Year 3 and 4

## Writing Genres – Year B

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggested Genre</th>
<th>Statutory Writing objectives</th>
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</table>
| I Am Warrior   | 3 weeks - Non Chronological Report (Italy)           | **Plan their writing by:**  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- in non-narrative material, using simple organisational devices such as headings and sub-headings  

**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- proposing changes to vocabulary |
| 3 weeks - Historical Story – character and setting description (Boudicca) (Mr. Benn, the Gladiator) | **Plan their writing by:**  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) |
| **Gods and Mortals** | **3 x weeks - Story – Myths and Legends Historical Story – problem and resolution: Theseus and the Minotaur** | **Plan their writing by:**  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- in narratives, create settings, characters and plot  
- organising paragraphs around a theme  

**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
- proposing changes to vocabulary and grammar (use of pronouns/ tense)  
- assessing the effectiveness of their own writing and suggesting improvements |
<table>
<thead>
<tr>
<th>3 x weeks - Information leaflet</th>
<th>4 x weeks Persuasive – formal letter writing</th>
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</table>
| Plan their writing by:  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- organising paragraphs around a theme  
- in non-narrative material, using simple organisational devices such as headings and sub-headings  

**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- proposing changes to vocabulary and grammar (use of pronouns/ tense)  
- assessing the effectiveness of their own writing and suggesting improvements |
| Potions |  
| 
| Plan their writing by:  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- organising paragraphs around a theme  

**Recount – informal letter writing (Harry Potter)** |
- in non-narrative material, using simple organisational devices such as headings and sub-headings E.g. letter layout

**Evaluate and edit by:**
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to vocabulary and grammar (use of pronouns/ tense/ openings)

<table>
<thead>
<tr>
<th>2 x weeks - Poetry –</th>
<th><strong>Plan their writing by:</strong></th>
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<tbody>
<tr>
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<td>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</td>
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<td></td>
<td>- discussing and recording ideas</td>
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**Draft and write by:**
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme (verse/ chorus/ stanza)

**Evaluate and edit by:**
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to vocabulary
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<tr>
<th>3 x weeks - Instructions (Brushing teeth, washing hands)</th>
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<td>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</td>
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<tr>
<td>- discussing and recording ideas</td>
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**Draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- in non-narrative material, using simple organisational devices such as headings and sub-headings E.g. letter layout

**Evaluate and edit by:**

- proof-read for spelling and punctuation errors
- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to vocabulary and grammar (use of tense/ openings)

<table>
<thead>
<tr>
<th>3 x weeks – Explanation – How the digestive system works, [The Lucky Escape]</th>
<th>Plan their writing by:</th>
</tr>
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<td>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</td>
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</tr>
<tr>
<td>- discussing and recording ideas</td>
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</table>

**Draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
| **Predator** | **3 x weeks - Poetry – performance/ rhyming (Predator poems)** | **Plan their writing by:**  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- organising paragraphs around a theme (verse/ chorus/ stanza)  

**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
- assessing the effectiveness of their own and others’ writing and suggesting improvements  
- proposing changes to vocabulary | - in non-narrative material, using simple organisational devices such as headings and sub-headings E.g. letter layout  

**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- assessing the effectiveness of their own and others’ writing and suggesting improvements  
- proposing changes to vocabulary and grammar (use of pronouns/ tense/ openings)  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  

**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- assessing the effectiveness of their own and others’ writing and suggesting improvements  
- proposing changes to vocabulary |
| 3 x weeks - Argument (Should animals be kept in Zoos?) | Plan their writing by:  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  
- organising paragraphs around a theme  
- in non-narrative material, using simple organisational devices such as headings and sub-headings E.g. letter layout  

**Evaluate and edit by:**  
- proof-read for spelling and punctuation errors  
- assessing the effectiveness of their own and others’ writing and suggesting improvements  
- proposing changes to vocabulary and grammar (use of pronouns/ tense/ openings/ conjunctions)  
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| Blue Abyss | **6 weeks – Adventure/fantasy story – write a full story which includes introduction, character description, setting, problem and resolution.** *(Finding Nemo/ Flotsam)* | **Plan their writing by:**  
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
- discussing and recording ideas  

**Draft and write by:**  

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- in narratives, create settings, characters and plot
- organising paragraphs around a theme

**Evaluate and edit by:**
- proof-read for spelling and punctuation errors
- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to vocabulary and grammar (use of pronouns/ tense/ openings/ conjunctions)
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.