

YEAR 3 AND 4 WRITING WORKSHOP

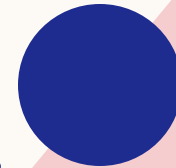
15th November 2023

HOW IS WRITING TAUGHT AT DILKES?

Each writing topic usually follows a 2-week cycle.

Week 1 - Immersion

Week 2 - Innovation/Invention



WEEK 1 - IMMERSION

- Children are exposed to a stimulus (e.g. a video, story or text) and a particular type of writing genre. (e.g. narrative, report, persuasion)
- A range of activities are undertaken throughout the week to ensure that the children understand both the stimulus and genre enough to later use it to innovate a piece of writing themselves.

WEEK 1 - IMMERSION

The immersion stage can include:

- **Recalling and ordering events in a story**
- **Creating a story map**
- **Drama activities – hot seating, re-enacting scenes etc.**
- **Debating topics**
- **Research into non-fiction topics**
- **Planning their own version of a story (innovation)**

Each immersion week also contains one incidental piece of writing that requires the children to apply their understanding – e.g. **diary entries in character, setting descriptions, character descriptions etc.**

WEEK 2 – **INNOVATION/INVENTION**

- In the second week, the children will then write their own text based on what they have been immersed in during the previous week. Each topic lends itself to the inclusion of the year group targets and expectations.

This can include:

- **Retelling a narrative (having changed key details such as characters or settings, or just retelling it with the intent to describe and include clear characterization)**
- **Writing a persuasive letter**
- **Creating a non-chronological report**
- **Writing a piece of poetry**
- **Recording events in a recount/newspaper report**

HOW IS A WRITING LESSON STRUCTURED?

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Starter – The children will be given an engaging activity to do with an area for development.

Present - When the children are expected to produce a piece of writing in their books, the class will engage in a 'shared' write. The teacher and the children work together to create an example of whatever it is being written.

During this process, the teacher will call upon children for ideas and will also address any areas for development that have been identified in their previous pieces of work. It will also incorporate new learning and include the Y4 expectations.

Apply – the children will then write independently, aiming to include the expectations for Y4

Review/Plenary – The children will be given opportunity to review their work with a partner or independently.

YR 3 YEARLY PLAN

Week	1	2	3	4	5	6	7
Autumn 1	Narrative: Traditional Tale <i>Jack and the Beanstalk (PC)</i> (2 Weeks)		Narrative: Fantasy <i>Partly Cloudy</i> (2 Weeks)		Non-fiction: Information texts <i>Tower of London</i> (2 Weeks)		Non-Fiction - Report <i>Windrush</i> (1 week)
Autumn 2	Poetry (1 week)	Narrative: Different viewpoints <i>Grace and Family</i> (2 Weeks)	Non-fiction: Newspapers <i>Charlie and the Chocolate Factory</i> (2 Weeks)		Non-fiction: Persuasive Writing <i>Heathrow</i> <i>Teddies</i> (1 Week)	Narrative: Setting Description <i>A Long Wait</i> (2 weeks)	
Spring 1	Narrative: Emotive writing <i>Scarlet</i> (2 Weeks)		Narrative: Recount <i>UFO Crash FX Guru</i> (2 Weeks)		Non-fiction: Instructions- <i>George's Marvellous Medicine</i> (1 Week)	Poetry <i>Open Door</i> (1 Week)	
Spring 2	Narrative: Historical Adventure <i>Stone Age Boy</i> (2 Weeks)		Narrative: Adventure <i>Invasions Literacy Shed</i> (2 weeks)		Non-fiction: <u>Non Chronological</u> Report <i>Dragon's Egg</i> (2 Weeks)		
Summer 1	Narrative: Descriptive <i>The Dream Giver Literacy Shed</i> (1 Week)		Non-fiction: Diary Writing <i>Anne Fine - Diary of a Killer Cat</i> (2 Weeks)		Narrative <i>Firework Maker's Daughter</i> (2 Weeks)		
Summer 2	Non-fiction: Newspapers <i>Finding a Tomb- Howard Carter</i> (2 Weeks)		Non-fiction: Biography <i>David Walliams</i> (1 Week)	Narrative: Narrated video stimulus <i>Pigeon Impossible literacy shed</i> (2 Weeks)		Poetry Performance <i>Poetry</i> (1 Week)	

YR 4 YEARLY PLAN

Week	1	2	3	4	5	6	7	Guided reading
Autumn 1	Narrative: Stories with a moral <i>The Caravan</i> (Pie Corbett) (2 weeks)		Non-fiction: Persuasive texts <i>Being allowed to have 'free' snacks on Friday</i> (2 weeks)		Narrative: Different Perspective <i>The Present</i> (2 weeks)		Poetry- The Magic box <i>Creating Images</i> (1 week)	Edward Tulane <i>The Worst Witch at Sea</i> (APS)
Autumn 2	Narrative: Stories set in imaginary worlds <i>Miraculous Journey of Edward Tulane</i> -additional chapter (2 weeks)		Non-fiction: Newspapers <i>Goldilocks</i> (2 weeks)		Narrative: Winter Theme <i>Lilly and the snowman</i> (2 weeks)		Non-fiction Demon dentist- Letter of complaint (2 weeks)	Demon Dentist <i>The Wreck of Zanzibar</i> (APS)
Spring 1	Narrative: Fairy tales <i>3 little pigs</i> (2 weeks)		Non-fiction: Playscripts <i>Narnia</i> (1 week)	Non-fiction: Diary <i>Narnia</i> (1 week)	Narrative: Myths Greek Myths (2 weeks) <i>Thesius and Minotaur</i>		Chronicles of Narnia <i>Charlotte's Web</i> (APS)	
Summer 1	Non-fiction: Reports <i>Tongo Lizard</i> (2 weeks)		Narrative: Legends <i>Beowulf</i> (2 weeks)		Non-fiction: Biography <i>David Attenborough</i> (2 weeks)		Beowulf <i>The Unforgotten Coat</i> (APS)	
Summer 2	Non - Fiction: Explanation <i>Digestive System</i> (1 week)	Narrative: Character description/setting description <i>The BFG</i> (film trailer) (2 week)		Poetry <i>Dreams</i> (1 week)	Narrative: Sequel writing <i>Film - Bridge to Terabithia</i> (2 weeks)		Bridge to Terabithia <i>The Indian in the Cupboard</i> (APS)	

	Grammar and Punctuation	Composition	Transcription
15 - 16	<ul style="list-style-type: none"> I am starting to use <i>If, so, while, though</i> and <i>since</i> in my sentences. I can consistently start sentences with a capital letter and end with a full stop or exclamation / question mark. I can use capitals letters for proper nouns and pronouns. I can use accurately commas in lists. I can write different types of text, for example instructions. I can use some of the key features of the text I am writing. I can use connectives to show time, for example <i>after, before, meanwhile, at that moment, in the meantime</i>. I can correctly use the present and past <u>tense</u> I can use purposeful expanded noun phrases. I am beginning to use apostrophes to show possession and contractions. 	<ul style="list-style-type: none"> I can make my writing more interesting by using a range of words, including some 'wow' words. I can use varied openings to make my sentences interesting. I can plan and discuss the content of my writing and record my <u>ideas</u> I can evaluate my writing independently and with my friends /<u>adult</u> I can proof-read and edit my work, looking at errors in spelling, <u>grammar</u> and punctuation. 	<ul style="list-style-type: none"> I can use different strategies including known words, word structures and patterns to help me spell more accurately. HF words and tricky words are mostly accurate. Clear ascenders and descenders are <u>used</u> I am beginning to use diagonal strokes to join <u>letters</u> I can write clearly using <u>upper and lower case</u> letters in the correct places and with suitable spaces between my words.
17 - 18	<ul style="list-style-type: none"> I can independently and consistently use a question mark at the end of a question and use commas to separate items in a list. I understand and use the key features of the form I am writing on paper and on screen. I understand what a paragraph is. I can correctly use the present and past <u>tense</u> I can use s with increasingly adventurous <u>vocabulary</u> I can use apostrophes accurately to show possession and <u>contraction</u> I can correctly apply suffixes <u>ed</u> and <u>ing</u> and ensure grammar is <u>accurate</u> 	<ul style="list-style-type: none"> I can write longer stories including describing characters and using time vocabulary. I choose adventurous words which are suitable for the type of text I am writing. I can suggest improvements to my own writing and that of <u>others</u> I can make improvements to grammar, vocabulary and <u>punctuation</u> I can use a range of sentences with more than one clause by using a range of <u>conjunctions</u> 	<ul style="list-style-type: none"> I know ways to try to spell new words that cannot be completely sounded out. I can write using the four basic handwriting joins. I can use phonetically plausible attempts (using digraphs, split digraphs, trigraphs) to spell unknown words.
19	<ul style="list-style-type: none"> I write sentences which make sense and are correctly punctuated. I can correctly and consistently use past and present <u>tense</u> I use a range of different connectives to show time, for example, <i>after a while, eventually</i> I can use prepositions to describe position/place/<u>time</u> I can use purposeful noun phrases to add detail, for example, <i>golden <u>coins</u></i>; and adverbs, for example. <i>glistering brightly</i>. I am starting to use speech and internal punctuation. My stories are well balance and engaging, usually having a beginning, middle and end. When I am writing <u>non-fiction</u> I include some of the key features. I am starting to make some links between my ideas. I am starting to group my ideas into paragraphs. 	<ul style="list-style-type: none"> I can use a range of verbs, <u>adverbs</u> and adjectives to add impact to my work. I can choose specific nouns to add detail, for example poodle rather than dog. I can use terms linked to different text-types. I try to make my writing interesting for my reader by adding detail or choosing suitable words. I can compose sentences using a wider range of structures including subordination (e.g when, if, that and because) I can write a narrative with a clear structure and <u>plot</u> I can use a range of devices and features of non-fiction such as sub-headings 	<ul style="list-style-type: none"> I try to spell unknown words using different strategies. I can spell a range of medium and high frequency <u>words</u> I can spell prefixes and suffixes correctly, for example, <i>sub, pre, ed, tion, -ment</i> The letters I write are the same size and are correctly formed and joined, and I make sure there is a space between each word. I can recognise and spell a range of different <u>homophones</u> I can spell words correctly from the Year <u>3 and 4 word</u> list I can identify the root in longer words

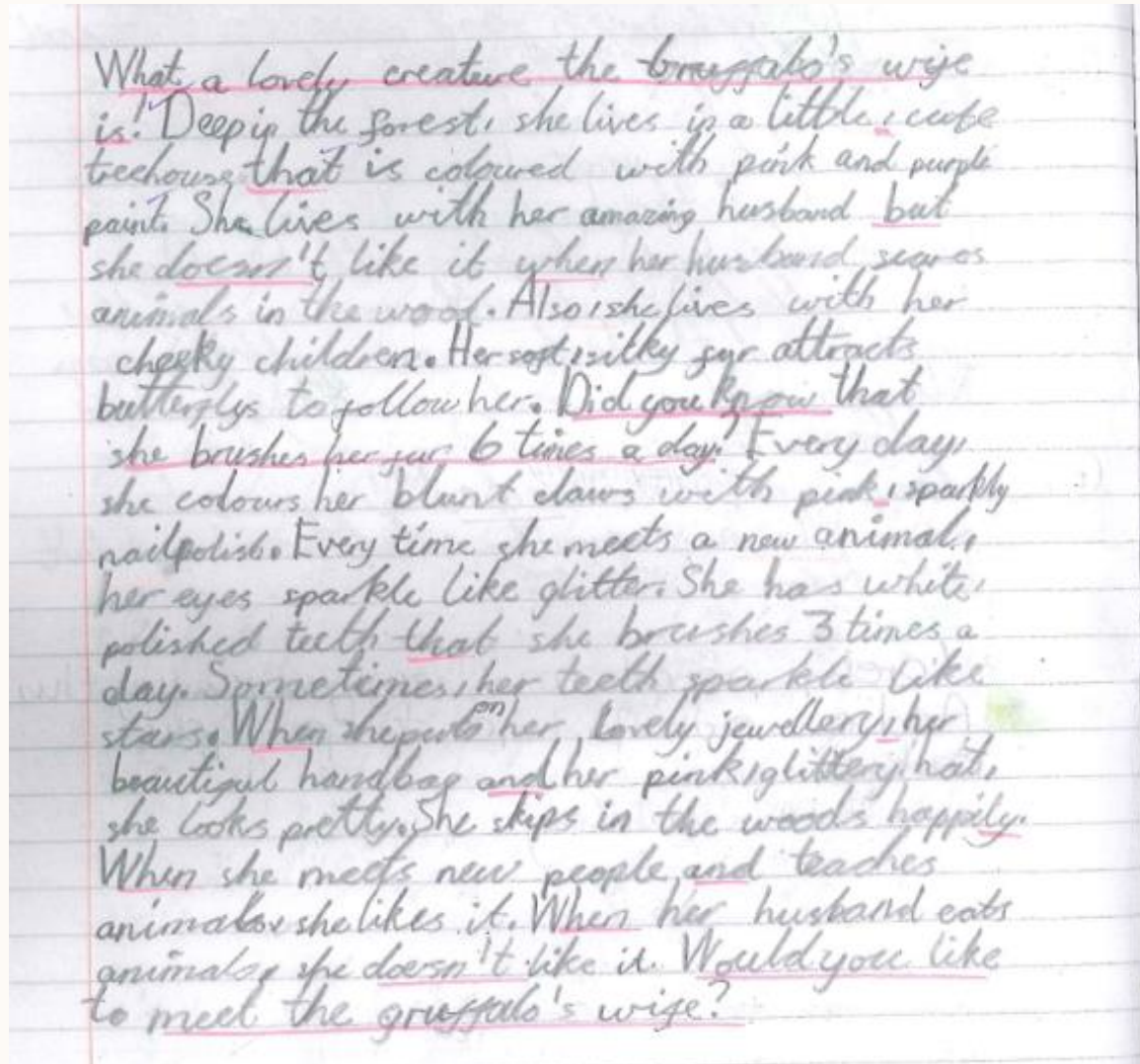
AUTUMN

SPRING

SUMMER

BY CHRISTMAS, A CHILD WORKING IN LINE WITH Y3 EXPECTATIONS WILL PRODUCE..

10



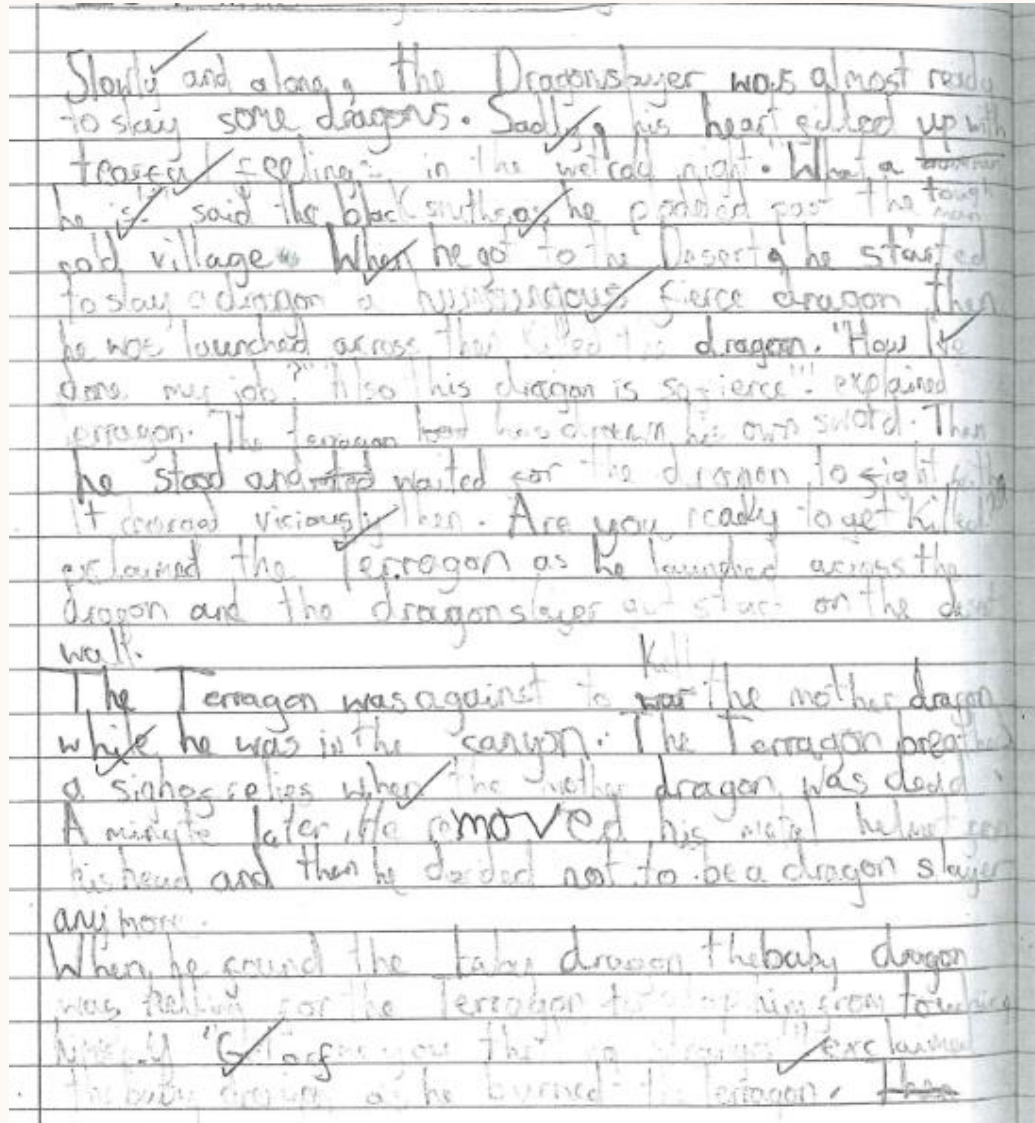
What a lovely creature the gruffalo's wife is! Deep in the forest, she lives in a little, cozy treehouse that is coloured with pink and purple paints. She lives with her amazing husband, but she doesn't like it when her husband scares animals in the wood. Also, she lives with her cheeky children. Her soft, silky fur attracts butterflies to follow her. Did you know that she brushes her fur 6 times a day? Every day, she colours her blunt claws with pink, sparkly nailpolish. Every time she meets a new animal, her eyes sparkle like glitter. She has white, polished teeth that she brushes 3 times a day. Sometimes, her teeth sparkle like stars. When she puts on her lovely jewellery, her beautiful handbag and her pink, glittery hat, she looks pretty. She skips in the woods happily. When she meets new people and teaches animals, she likes it. When her husband eats animals, she doesn't like it. Would you like to meet the gruffalo's wife?

Key areas:

- Legible and joined handwriting.
- Correct spelling of the Y3/4 words.
- All basic punctuation used accurately and correct tense.
- Sustained and clear ideas.
- A range of sentence openers.
- A range of verbs and adjectives to add impact
- Specific nouns to add detail e.g. poodle instead of dog.
- Clear structure and plot.
- Grouping ideas into paragraphs.
- Prepositions to describe place/position/time
- Conjunctions to extend sentences
- Starting to punctuate speech.
- Using key features of the text type – e.g. fiction / non-fiction.

BY CHRISTMAS, A CHILD WORKING ABOVE Y3 EXPECTATIONS WILL PRODUCE..

11



Slowly and along the Dragonslayer was almost ready to slay some dragons. Sadly his heart filled up with tears feeling in the wet red night. When a ~~man~~ he is said the black smithy he promised for the ~~town~~ gold village. When he got to the Desert he started to slay a dragon a magnificent fierce dragon then he was launched across the ~~land~~ dragon. "How do you do my job?" Also his dragon is so fierce! explained terragon. The terragon had his own sword. Then he stood and waited for the dragon to fight with it ~~reared~~ viciously. Are you ready to get killed? exclaimed the terragon as he launched across the dragon and the dragonslayer at start on the desert wall.

The Terragon was against to ~~kill~~ the mother dragon while he was in the canyon. The Terragon breathed a sigh of relief when the mother dragon was dead. A minute later he moved his metal helmet from his head and then he decided not to be a dragon slayer any more.

When he found the baby dragon the baby dragon was waiting for the terragon to stop him from touching it. "Get off me you!" he ~~shouted~~ exclaimed the baby dragon as he burned the terragon. ~~then~~

Key areas:

- Legible and joined handwriting.
- Correct spelling of the Y3/4 words and homophones
- All basic punctuation used accurately and correct tense, plus high level punctuation (brackets, dashes, semicolons).
- A range of sentence structures e.g. relative clauses.
- Developing their own style of writing and personal flare.
- Using a comma to mark a clause / after fronted adverbials.
- Interesting, adventurous vocabulary / using lively, imaginative words.

YEAR 4 EXPECTATIONS

AUTUMN

SPRING

SUMMER

	Grammar and Punctuation	Composition	Transcription
19 - 20	<ul style="list-style-type: none"> I write sentences which make sense and are correctly punctuated. I can correctly and consistently use tenses. I use different adverbials to show time, for example. <i>first, next, then, after a while, eventually.</i> I can join words and clauses with subordinating (e.g. <i>although, since, if</i>) and coordinating conjunctions (<i>FANBOYS for, and etc.</i>) I can use prepositions to describe position/place/time I can add detail using noun phrases, for example, <i>golden coins</i>; and adverbs, for example. <i>glistening brightly.</i> I am starting to punctuate speech. I can use reported speech. 	<ul style="list-style-type: none"> I can use a range of verbs and adjectives to add impact to my work. I can choose specific nouns to add detail, for example poodle rather than dog. I try to make my writing interesting for my reader by adding detail or choosing suitable words. I can compose sentences using a wider range of structures I can write a narrative with a clear structure and plot I can use a range of devices and features of non-fiction such as sub-headings. I am starting to group my ideas into paragraphs. I am starting to make some links between my ideas. 	<ul style="list-style-type: none"> I try to spell unknown words using different strategies. I can spell a range of medium and high frequency words I can spell prefixes and suffixes correctly, for example, <i>sub, pre, ed, tion.</i> The letters I write are the same size and are correctly formed and joined, and I make sure there is a space between each word. I can recognise and spell homophones. I can spell words correctly from the Year 3 and 4 word list. I can identify the root in longer words.
21 - 22	<ul style="list-style-type: none"> I can write use a variety of effective sentences, using the correct grammar (explain what I mean, give my point of view). I can accurately demarcate independent clauses (recognising when a sentence needs to end). I can use a comma to mark a clause. I can use an apostrophe correctly for possession (singular and plural) and contractions for example, <i>do not - don't, it is - it's.</i> I can use direct speech in my writing and punctuate it correctly. I can use the variety of internal speech punctuation accurately. I can use the layout in non-fiction to organise key things I can link my paragraphs with connectives and adverbials. I can use modals to suggest possibility. 	<ul style="list-style-type: none"> I can select and use a range of technical and descriptive language. I can use effective verbs and adjectives to create impact. I can use adverbs and adverbial phrases to add detail to actions. I am starting to develop my own style of writing, for example. addressing the reader of my work. My stories have a sequence of events which include a beginning, middle and end where the main conflict is resolved. I have tried to create pace in my story. I can group related things into paragraphs. 	<ul style="list-style-type: none"> I can spell common homophones. I can apply common spelling rules, including common prefixes and suffixes. I can use a range of strategies to attempt new and irregular words. The letters I write are the same size and are correctly formed and joined. I can use a dictionary correctly to check the spellings of my work I can spell words correctly from the Year 3 and 4 word list
23	<ul style="list-style-type: none"> I try to use different sentences to create effects, for example, simple and compound sentences, connectives (however, therefore, in addition) as openers. I am starting to use relative clauses, using 'who', 'whose', 'which', 'that', 'where', 'when' relative pronouns. I use the correct tense when writing, including perfect tense forms (present and past) where appropriate. I can usually use the first or third person correctly (I, my, mine, ours he/she, his/her, theirs). My writing is organised into paragraphs to show different pieces of information, events or processes. My stories are well paced and balanced in content. I can use adverbs and conjunctions to link paragraphs. I can use a comma after fronted adverbial phrases (including prepositional phrases) to add detail e. g. After tea, Two days later, ... 	<ul style="list-style-type: none"> I can confidently use most of the features of the text-type I am trying to write. I can carefully select detail to support the purpose of my writing and engage reader's interest. I can write a story with a build-up and complication that leads towards a clear ending using a paragraph for each. I can choose some vocabulary to add interest or clarity or to introduce opinion or persuasion. I can write stories which include a range of strategies to describe settings. I can create characters which are linked either by description or feeling. I can use words which are lively and imaginative in order to amuse, entertain, etc. the reader. I can edit and improve my writing by changing grammar and vocabulary 	<ul style="list-style-type: none"> I can confidently use a range of strategies to spell unfamiliar and irregular words. I can write neatly and clearly using joined handwriting. I can spell words correctly from the Year 3 and 4 word list

BY CHRISTMAS, A CHILD WORKING IN LINE WITH Y4 EXPECTATIONS WILL PRODUCE..

13

Whilst the powerful showers of rain were crashing on Jesses head, he abroached the door and smashed through it like it was nothing. Jess was so excited to share his impecable news ab the amazing art gallery. His smile turned into a frown just because of everyones ghostly faces glearing at him. As quick as a flash his mother shot out of her big, leather sofa → She was zooming as fast as she could to go and give him the biggest hug any mother could ever give his child. His dad was trying

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- Clear structure and plot.
- Grouping ideas into paragraphs.
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- Conjunctions to extend sentences
- Starting to punctuate speech.
- Using key features of the text type – e.g. fiction / non-fiction.

BY CHRISTMAS, A CHILD WORKING ABOVE Y4 EXPECTATIONS WILL PRODUCE..

14

The moon descended as the sun awoke from slumber. Colours erupted ~~across~~ the sky like a volcano; it was beautiful. The ancient inn, which was old as the queen, was ~~finally~~ open, and greeted everyone who entered. The thatched roof was ~~so~~ still in shape as the sun shone its beaming light upon it. Gold lettering ~~attracted~~ everyone that there was an inn in sight. ✓

Bess, the landlord's daughter, was patiently waiting for the highway man. He ^{had} firmly said to Bess, "Stay here, I will bring gold. I will come to thee by moonlight!" Bess was keeping herself in order by cleaning the room thoroughly. After a while - it was all neat and tidied to perfection. A couple of hours later

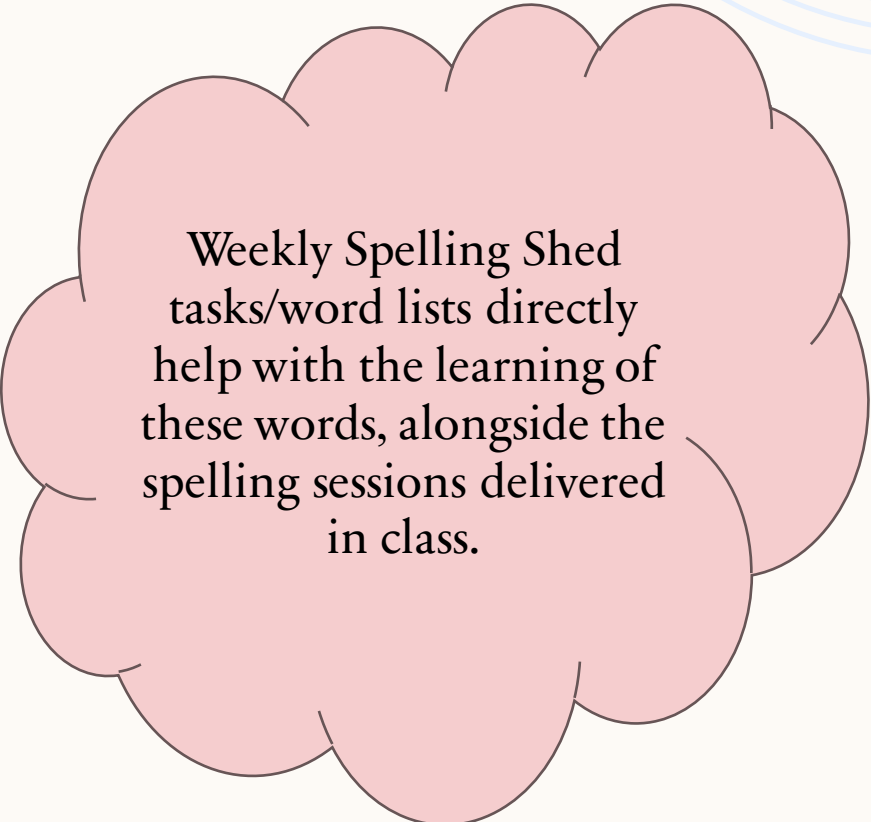
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- Developing their own style of writing and personal flare.
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- Interesting, adventurous vocabulary / using lively, imaginative words.

Y3/4 SPELLING WORDS

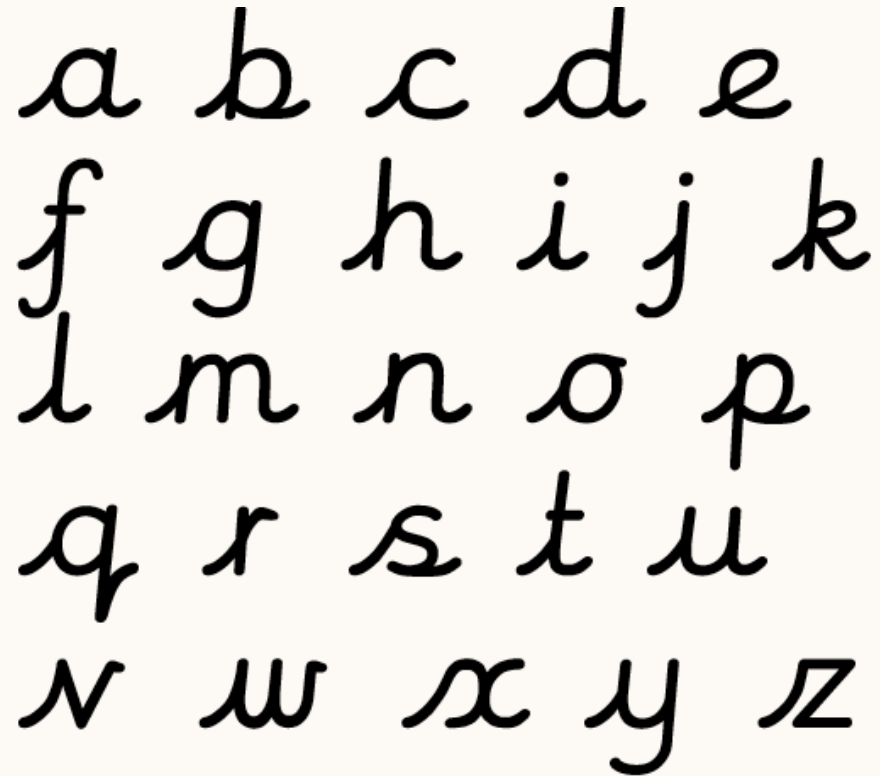
15

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|------------------|----------------|------------------|-------------------|
| ✓ accident(ally) | ✓ disappear | ✓ interest | ✓ pressure |
| ✓ actual(ly) | ✓ early | ✓ island | ✓ probably |
| ✓ address | ✓ earth | ✓ knowledge | ✓ promise |
| ✓ answer | ✓ eight/eighth | ✓ learn | ✓ purpose |
| ✓ appear | ✓ enough | ✓ length | ✓ quarter |
| ✓ arrive | ✓ exercise | ✓ library | ✓ question |
| ✓ believe | ✓ experience | ✓ material | ✓ recent |
| ✓ bicycle | ✓ experiment | ✓ medicine | ✓ regular |
| ✓ breath | ✓ extreme | ✓ mention | ✓ reign |
| ✓ breathe | ✓ famous | ✓ minute | ✓ remember |
| ✓ build | ✓ favourite | ✓ natural | ✓ sentence |
| ✓ busy/business | ✓ February | ✓ naughty | ✓ separate |
| ✓ calendar | ✓ forward(s) | ✓ notice | ✓ special |
| ✓ caught | ✓ fruit | ✓ occasion(ally) | ✓ straight |
| ✓ centre | ✓ grammar | ✓ often | ✓ strange |
| ✓ century | ✓ group | ✓ opposite | ✓ strength |
| ✓ certain | ✓ guard | ✓ ordinary | ✓ suppose |
| ✓ circle | ✓ guide | ✓ particular | ✓ surprise |
| ✓ complete | ✓ heard | ✓ peculiar | ✓ therefore |
| ✓ consider | ✓ heart | ✓ perhaps | ✓ though/although |
| ✓ continue | ✓ height | ✓ popular | ✓ thought |
| ✓ decide | ✓ history | ✓ position | ✓ through |
| ✓ describe | ✓ imagine | ✓ possess(ion) | ✓ various |
| ✓ different | ✓ increase | ✓ possible | ✓ weight |
| ✓ difficult | ✓ important | ✓ potatoes | ✓ woman/women |



Weekly Spelling Shed tasks/word lists directly help with the learning of these words, alongside the spelling sessions delivered in class.

HANDWRITING



- Children should be using joined, cursive handwriting in order to meet Year 3 and 4 writing expectations.
- Some of your children may have been asked to use break letters (not joining) in order to work on their letter formation (size and consistency) before moving onto using cursive writing.

HOW DOES READING LINK WITH WRITING?

17

It is important that children are reading regularly at home and challenging themselves with different types of texts.

There are several links between reading and writing:

- Reading different **genres** helps the children to understand the **key features** of these text types and makes it easier for them to then create their own versions
- Reading helps them to **widen** and **develop** their **vocabulary** bank enabling them to add more **detail** to their writing
- Children will often use **inspiration** from stories they know to **create characters** and **settings** when writing an original story
- Children experience a wide range of **punctuation** when reading and this can help them to **understand** where to use them in their own writing

HOW TO HELP YOUR CHILD AT HOME

- Ensuring Mirodo homework tasks are always completed to a high standard. Have your children explain concepts to you as this helps embed their knowledge.
- Practice spellings. This can be done formally at the table, or walking to school. Promote the use of spelling shed 😊
- Make a vocabulary bank of interesting words as your child reads and encourage them to use this in conversation (e.g. adjectives, powerful verbs).
- Encourage your child to write everyday, for example keeping a short diary of what they have done, write a story or write a character description from a film they have watched, writing their reading log summary.
- Write a spoof piece of text for your child to improve. Children LOVE correcting your mistakes (focus on Year 3/4 spellings, missed punctuation, grammatical mistakes and improving your verbs/adjectives)
- Encourage your child to enter any Dilkes writing competitions and promote 'golden writer / handwriter of the week'