

Year 3/Year 4				
Unit Outcomes/Aims :				NC2014 Statements:
<b>Initial Ideas</b>	<b>Experiences/stimuli to inspire and motivate writers</b> - quality text, moving image text, educational visit, role-play.			
	<ul style="list-style-type: none"> <li>•</li> </ul>			
	<b>Spoken Language</b> – Speaking & Listening opportunities, Drama and role play such as hot-seating, group discussion and interaction.			
	<ul style="list-style-type: none"> <li>•</li> </ul>			
	<b>Reading Opportunities</b> – word reading, reading comprehension, reading for pleasure.			
<ul style="list-style-type: none"> <li>• Daily guided reading.</li> <li>• Frequent class story read by an adult.</li> <li>• Opportunity to read for pleasure.</li> </ul>				
<b>Writing</b> - transcription (spelling & handwriting), composition (grammar and punctuation)				
<ul style="list-style-type: none"> <li>• Active Spelling Games lesson starters every day.</li> <li>• Grammar teaching within Phase 2 of teaching process to be revisited throughout other phases of the unit.</li> </ul>				
<b>Ongoing Assessment:</b>				
<ul style="list-style-type: none"> <li>• Peer/Self-assessment against success criteria created in Phase 2.</li> <li>• Time to respond to marking comments.</li> <li>• Guided group or individual verbal feedback from teacher.</li> <li>• Toolkit/marketing ladders.</li> </ul>				
<b>Teaching Process</b> (school's agreed way of working)		<b>'I am learning to...'</b> <b>Statements</b>	<b>Learning Contexts and Activities</b> (what you could do to teach each area within the phases)	<b>Writing Opportunities</b> (what writing will they be doing in each phase)
<b>Specific Teaching</b>	<b>PHASE 1 – familiarisation with the text/genre:</b>			
	<ul style="list-style-type: none"> <li>• <b>Activating Prior Knowledge</b> – explore focus of unit, identify intended outcome.</li> <li>• <b>Immersion</b> – read &amp; respond (through speaking &amp; listening, writing, reading comprehension) to develop understanding. Read, compare evaluate texts. Drama, role-play.</li> <li>• <b>Analysis</b> – the big picture – structure, authorial intent (purpose and audience). Identify and comment on language features of the genre.</li> <li>• <b>Cold writing</b> – extended writing of focus genre with little or no prior input. Focused marking to feed into planning and provide individual targets.</li> </ul>			
<b>PHASE 2 – capturing ideas:</b>				
<ul style="list-style-type: none"> <li>• <b>Analysis</b> – zooming in, text annotation, language features, grammar and punctuation. Practicing key skills related to the genre. Extended writing opportunities using skills.</li> <li>• <b>Revisit intended outcome</b> – purpose and audience. Create a success criteria based on texts already read.</li> <li>• <b>Develop and collect ideas</b> – reading, speaking &amp; listening, drama, role-play, research, writing.</li> <li>• <b>Shaping ideas</b> – oral and written planning.</li> </ul>				
				<p><b>Spoken Language</b> In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p><b>READING - Word reading</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>READING - Comprehension</b> Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry understand what they read, in books they can read independently, by:</li> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate 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.</li> </ul> <p><b>WRITING - Transcription</b></p>

<p><b>PHASE3 – writing:</b></p> <ul style="list-style-type: none"> <li>• <b>Revisit intended outcome</b> – recap structural and language features identified in Phases 1 and 2.</li> <li>• <b>Writing process</b> – draft – proof-read for mistakes in spelling/punctuation – edit to improve meaning for reader – present/share – reflect.</li> </ul>				<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>
<p><b>PHASE 4 –Presentation</b></p> <ul style="list-style-type: none"> <li>• Share writing with whole class, in assembly and/or to parents.</li> <li>• Role-play</li> <li>• <b>Hot writing</b> – extended writing of focus genre to assess the teaching and learning.</li> </ul>				<p>• <b>WRITING - Composition</b></p> <p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary</li> <li>• discussing and recording ideas</li> <li>• draft and write by:</li> <li>• composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul> <p><b>WRITING – Grammar &amp; Punctuation</b></p> <p>develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid ambiguity and repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech</li> </ul>