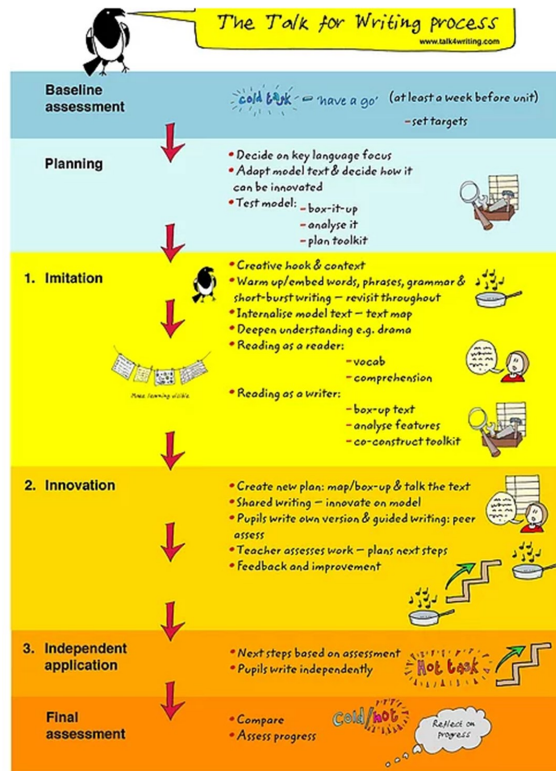


Y3 Writing MTP Au1 - Dear Teacher (Persuasive Letter)

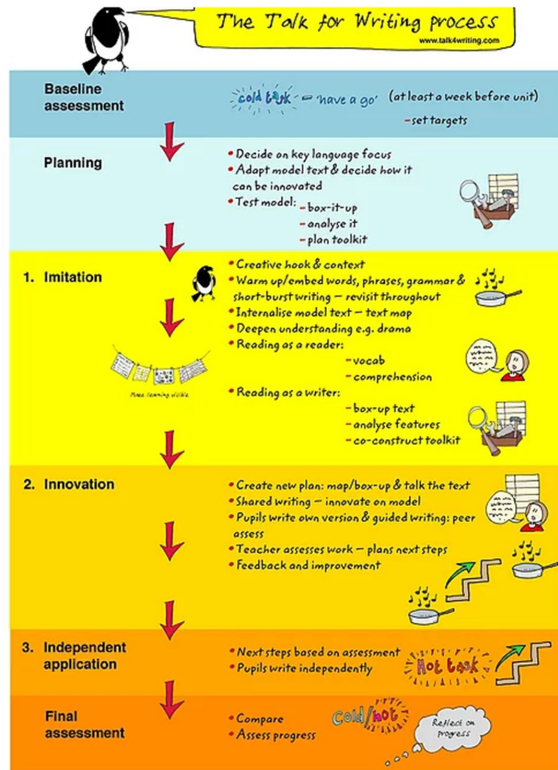


Cold Write	Lesson 1: Stimulus and cold write for a letter Chn receive a letter from George inviting you to try some of his marvellous medicine. You don't want to - write a letter with an excuse.
Hook	Lesson 2: Hook for text New child starting school - they've left letters for you to find (letter from the book). Read and respond (T4W style re-respond to the text - What did you like? Dislike? Does this remind you of anything? What question would you like to ask the character?)
Imitation	Lesson 3: Learn first part of story map Punctuation review (to write crazy scenarios) Lesson 4: Learn second part of story map Subordinating conjunctions (to write excuses using best scenarios) Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing. Accident in the classroom (football, vase, knocked over) write to teacher to explain what has happened. Lesson 6: Learn entire story map and deepen understanding using role play/re-order the text/put the text back together Lesson 7: Draw own version of the story map and add key language Lesson 8: Rewrite story map in own words (share/modelled write)
Innovation	Lesson 9: Boxed up picture plan for innovated text (post it notes over things children need to change) Lesson 10 and 11: Planning innovated letters in sections Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Role play scenario with excuse and write a letter. Lesson 15: Independent write (Floating day for additional content)

Additional skills to consolidate: Commas in a list, expanded noun phrases	
Audience and Purpose:	
- Teach Reception and Nursery children how to be a good friend.	

Autumn Term – writing targets to work towards
Write simple, coherent narratives about personal experiences and those of others (real or fiction)
Write about real events, recording these simply and clearly
Use punctuation taught at KS1 mostly correctly
Consistently using the past and present tense accurately in a piece of writing
Beginning to organise their writing into paragraphs
Using expanded noun phrases e.g. big, red dog
Using commas to separate items in a list
Using co-ordinating conjunctions (or, and, but) and subordinating conjunctions (when, if, that, because) to join clauses
Forming capital letters and lowercase letters are the correct size, relative to one another
Use the diagonal and horizontal strokes needed to join some letters
Use spacing between words which reflects the size of the letters
Spelling <u>most</u> KS1 common exception words correctly
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others

Y3 Writing MTP Au1 - Burglar Bill (Persuasive Letter)



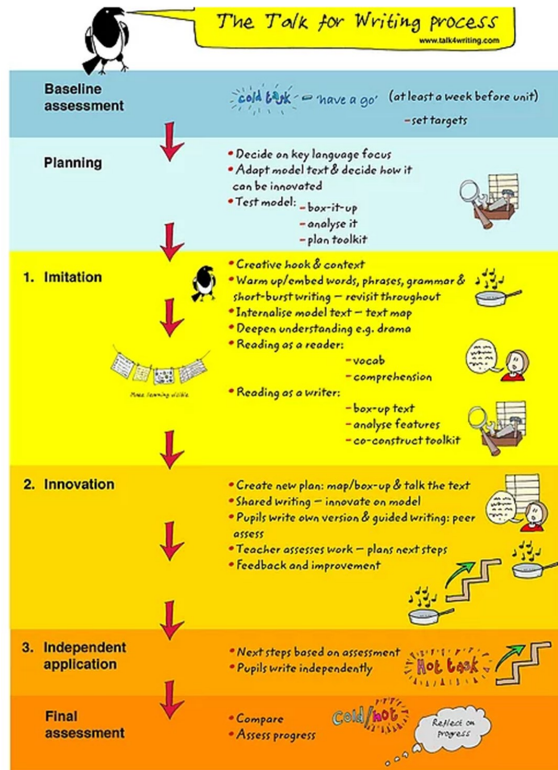
Cold Write	Lesson 1: Hook – crime scene in the classroom (something is missing, things are in the wrong place – children collect evidence in as much detail as possible)
Hook	Lesson 2: Receive a letter from the burglar with a copy of the book. Children to write wanted posters
Imitation	Lesson 3: Learn first part of story map Expanded noun phrases (describe the objects) Lesson 4: Learn second part of story map Write about real events (Emotive language - feelings about lost items) Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing. Let's look at our wanted posters – can we up-level them using our new language) Lesson 6: Learn entire story map and deepen understanding (hot-seat being Burglar Bill responding to the letter) Lesson 7: Draw own version of the story map and add key language Lesson 8: Rewrite story map
Innovation	Lesson 9: Boxed up picture plan for innovated text (Burglar Bill has had some of things stolen by Burglar Betty – write a letter to her to get them back) Lesson 10 and 11: Planning innovated stories Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write - Boudicca wants everyone to join her army. As a class plan a story map for a persuasive speech. Lesson 15: Independent write (Floating day for additional content)

Autumn Term – writing targets to work towards
Write simple, coherent narratives about personal experiences and those of others (real or fiction)
Write about real events, recording these simply and clearly
Use punctuation taught at KS1 mostly correctly
<u>Consistently</u> using the past and present tense accurately in a piece of writing
Beginning to organise their writing into paragraphs
Using expanded noun phrases e.g. big, red dog
Using commas to separate items in a list
Using co-ordinating conjunctions (or, and, but) and subordinating conjunctions (when, if, that, because) to join clauses
Forming capital letters and lowercase letters are the correct size, relative to one another
Use the diagonal and horizontal strokes needed to join some letters
Use spacing between words which reflects the size of the letters
Spelling <u>most</u> KS1 common exception words correctly
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others

Additional skills to consolidate: A range of sentence starters

Audience and Purpose: Deliver their speeches to Year 2 and see if they want to join the army.

Y3 Writing MTP Au2 - Chariot Champions (News Report)



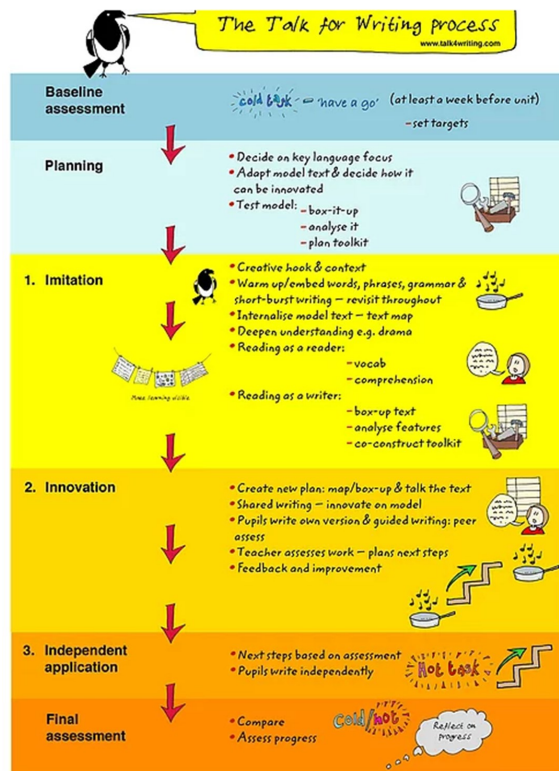
Cold Write	Lesson 1: Stimulus and cold write for a narrative (FX guru video –children write a newspaper report about it)
Hook	Lesson 2: Hook for text – Rotherfield races (children have races which they will later write a news report about)
Imitation	Lesson 3: Toolkit development for newspaper article (look at examples and magpie language and features) Lesson 4: Learn first part of story map (as a starter) Coordinating conjunctions (preparing for commentary – using a video of the races) Lesson 5: Learn second part of story map (as a starter) Past tense (reporting on real events) Lesson 6: Learn third part of story map (as a starter) Hot seating and direct speech Lesson 7: Practise the story map (as a starter) Short burst writing to use both areas for the language focus in a piece of extended writing. (write a script for a commentary about the Rotherfield races) Lesson 8: Draw own version of the story map and add key language
Innovation	Lesson 9: Boxed up picture plan for innovated newspaper report (chariot race) Lesson 10 and 11: Planning innovated newspaper report Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Horrible Histories news report about a sporting event. Lesson 15: Independent write (Floating day for additional content)

Autumn Term – writing targets to work towards
Write simple, coherent narratives about personal experiences and those of others (real or fiction)
Write about real events, recording these simply and clearly
Use punctuation taught at KS1 mostly correctly
<u>Consistently</u> using the past and present tense accurately in a piece of writing
Beginning to organise their writing into paragraphs
Using expanded noun phrases e.g. big, red dog
Using commas to separate items in a list
Using co-ordinating conjunctions (or, and, but) and subordinating conjunctions (when, if, that, because) to join clauses
Forming capital letters and lowercase letters are the correct size, relative to one another
Use the diagonal and horizontal strokes needed to join some letters
Use spacing between words which reflects the size of the letters
Spelling <u>most</u> KS1 common exception words correctly
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others

Additional skills to consolidate: Use of expanded noun phrases

Audience and Purpose: Video and turn into TV news reports.

Y3 Writing MTP Au2 - Roman Myths (Defeating the Monster Tale)



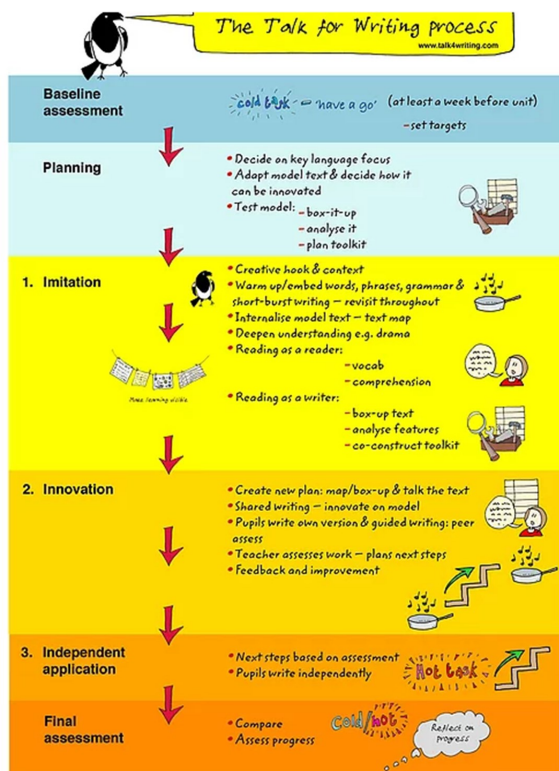
Cold Write	Lesson 1: Stimulus and cold write for a narrative (could use a picture from the book) Share the story: http://myths.e2bn.org/mythsandlegends/playstory563-theseus-and-the-minotaur.html and share an image of the Minotaur for children to write a description.
Hook	Lesson 2: Hook for text (respond to text or drama/role-play) Respond to the text using T4R prompts - What did you like? Dislike? What would you ask the characters?
Imitation	Lesson 3: Toolkit development (see dark blue book for defeating the monster structure) Lesson 4: Learn first part of story map Language focus 1: Expanded Noun Phrases Lesson 5: Learn second part of story map Language focus 2: Commas in a list Lesson 6: Short burst writing to use both areas for the language focus in a piece of extended writing: Children will create their own mythical being using LGfL tools and write a character description. Lesson 7: Draw own version of the story map and add key language (monster body parts)
Innovation	Lesson 8: Boxed up picture plan for innovated text - children re-tell the battle part of the story (when Theseus enters the cave) using their new character. Lesson 9 and 10: Planning innovated stories Lesson 11: Editing and peer assessment Lesson 12: Responding to teacher assessment and publishing
Independent Application	Lesson 13: Design a hero and a villain for independent write (focus on descriptive language for good and bad characters) Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Defeating the monster narrative (creative writing—look at Marvel) (Floating day for additional content)

Autumn Term – writing targets to work towards
Write simple, coherent narratives about personal experiences and those of others (real or fiction)
Write about real events, recording these simply and clearly
Use punctuation taught at KS1 mostly correctly
<u>Consistently</u> using the past and present tense accurately in a piece of writing
Beginning to organise their writing into paragraphs
Using expanded noun phrases e.g. big, red dog
Using commas to separate items in a list
Using co-ordinating conjunctions (or, and, but) and subordinating conjunctions (when, if, that, because) to join clauses
Forming capital letters and lowercase letters are the correct size, relative to one another
Use the diagonal and horizontal strokes needed to join some letters
Use spacing between words which reflects the size of the letters
Spelling <u>most</u> KS1 common exception words correctly
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others

Additional skills to consolidate: Speech in narrative, expanded noun phrases

Audience and Purpose: Publish them alongside a comic artwork

Y3 Writing MTP Sp1 - Flotsam (Setting Description)



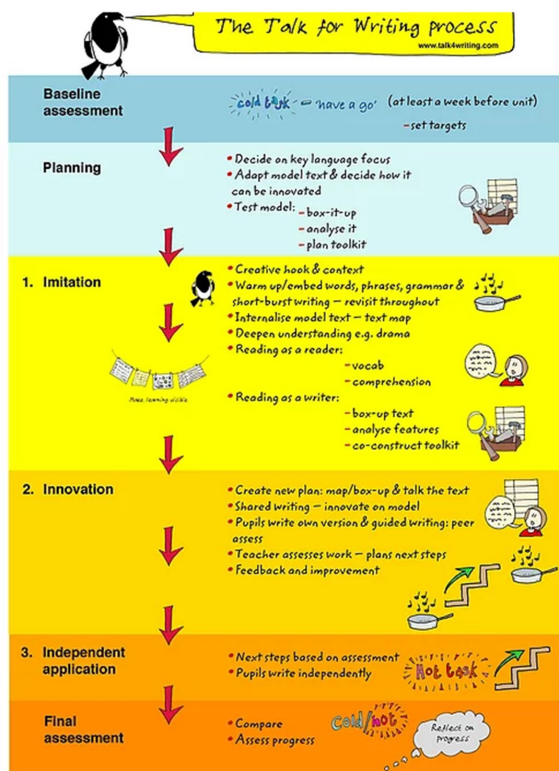
Cold Write	Lesson 1: Stimulus and cold write for a narrative (could use a picture from the book) Google Expedition/YouTube 360 Under the Sea (stimulus) and a setting description (cold water).
Hook	Lesson 2: Hook for text (respond to text or drama/role-play) Read the text. Provide the children with pictures and they respond using T4R prompts
Imitation	Lesson 3: Develop a toolkit for a setting description Lesson 4: Learn first part of story map Language focus 1: Prepositions of place Lesson 5: Learn second part of story map Language focus 2: Descriptive language – marine language re-visit ENP, metaphor and similes Lesson 6: Short burst writing to use both areas for the language focus in a piece of extended writing. Provide children with an image for them to write a description – it needs to be really detailed as their friend will be drawing it. Lesson 7: Language focus—Using a range of fronted adverbials Lesson 8: Draw own version of the story map and add key language (marine focus)
Innovation	Lesson 9: Boxed up picture plan for innovated text - children create a scene that they see - animal, activity and a setting (seashore) Lesson 10 and 11: Writing innovated stories Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write - opening a secret door what can you see? Narrative focusing on setting the scene. Lesson 15: Independent write (Floating day for additional content)

Spring Term – writing targets to work towards
Begin to use inverted commas for direct speech
Using conjunctions, adverbs or prepositions to express time and place to extend the range of sentences
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Spell words with a range of prefixes (un-, dis-, mis-, in-, super-, auto-, anti-)
Proofread for spelling and punctuation errors
Spell some of the Y3/Y4 common exception words
Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Use paragraphs around a theme with headings and subheadings to aid presentation
Write for a range of purposes and audiences (engaging the reader) including a short story
Use the present perfect form of verbs instead of the simple past

Additional skills to consolidate: Expanded noun phrases

Audience and Purpose: Publish alongside artwork

Y3 Writing MTP Sp1– Lost & Found (Journey Tale)



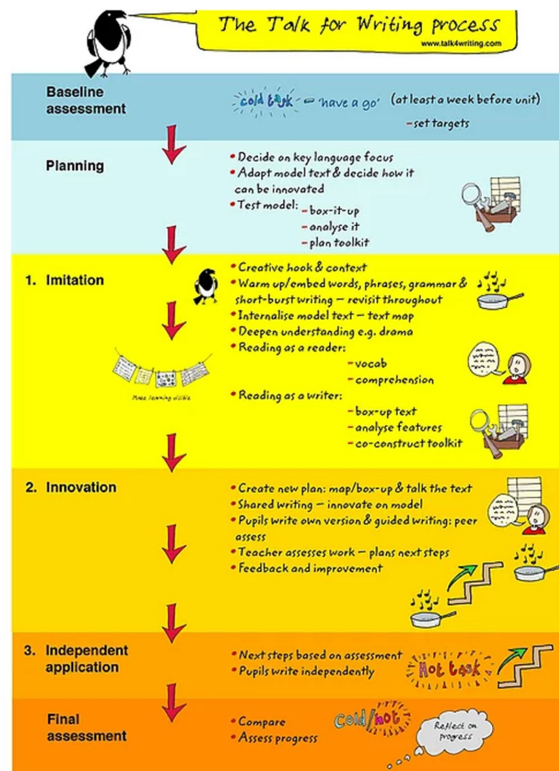
Cold Write	Lesson 1: Stimulus and cold write for a recount (could use a picture from the book) Receive a letter from Mr P asking us about our school day (stimulus). Use the playground to en-enact our day (cold write).
Hook	Lesson 2: Hook for text (respond to text or drama/role-play) Mr P arrives at the door with suitcase (book inside), a map and a letter. Children pose questions. Read the book. Children respond using T4R question prompts.
Imitation	Lesson 3: Develop a toolkit for a journey tale (see dark blue book) Lesson 4: Learn first part of story map Language focus 1: Adverbials (differentiate: 1 chilli – time etc) Lesson 5: Learn second part of story map Language focus 2: Prepositions Lesson 6: Language focus: Direct speech (write thought bubbles for characters and convert) Lesson 7: Short burst writing to use both areas for the language focus in a piece of extended writing. Write a set of instructions explaining how the penguin will get home using the map in the suitcase. Lesson 8: Draw own version of the story map and add key language
Innovation	Lesson 9: Boxed up picture plan for innovated text - change to perspective of the penguin Lesson 10 and 11: Planning innovated stories Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Independent journey tale (creative writing) Lesson 15: Independent write (Floating day for additional content)

Spring Term – writing targets to work towards
Begin to use inverted commas for direct speech
Using conjunctions, adverbs or prepositions to express time and place to extend the range of sentences
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Spell words with a range of prefixes (un-, dis-, mis-, in-, super-, auto-, anti-)
Proofread for spelling and punctuation errors
Spell some of the Y3/Y4 common exception words
Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Use paragraphs around a theme with headings and subheadings to aid presentation
Write for a range of purposes and audiences (engaging the reader) including a short story
Use the present perform for of verbs instead of the simple past

Additional skills to consolidate: Expanded noun phrases

Audience and Purpose: Publish class book with alternative stories.

Y3 Writing MTP Sp2 - Windrush NF Books (Non-Chronological Report)



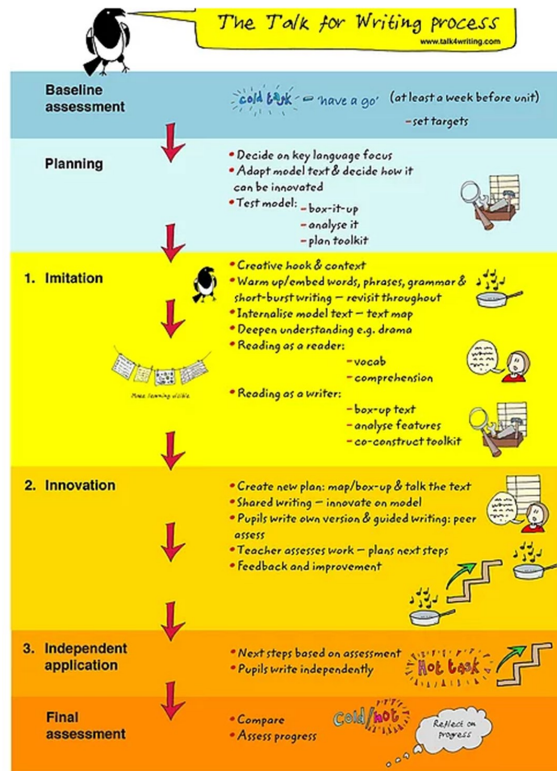
Cold Write	n/a
Hook	Lesson 1: Hook for text—Research 'Windrush' what does it mean? Who came? Why did they come?
Imitation	Lesson 2: Toolkit development for a non-chronological report Lesson 3: Learn first part of story map Language focus 1: Conjunctions Lesson 4: Learn second part of story map Language focus 2: Organising information under the correct headings Lesson 5: Draw own version of the story map and add key language Lesson 6: Short burst writing—Newspaper report (recap features and collect information as a whole class) Lesson 7: Independent write—Newspaper report
Innovation	Lesson 8: Boxed up picture plan for innovated text Lesson 9 and 10: Planning innovated non-chronological report Lesson 11: Editing and peer assessment Lesson 12: Responding to teacher assessment and publishing
Independent Application	Lesson 13: Hook for independent write and picture plan (create whole class S.C.) Children to write a diary entry imagining they are coming to the UK for the first time. What was life like? Lesson 14: Planning diary entries Lesson 15: Independent write

Spring Term – writing targets to work towards
Begin to use inverted commas for direct speech
Using conjunctions, adverbs or prepositions to express time and place to extend the range of sentences
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Spell words with a range of prefixes (un-, dis-, mis-, in-, super-, auto-, anti-)
Proofread for spelling and punctuation errors
Spell some of the Y3/Y4 common exception words
Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Use paragraphs around a theme with headings and subheadings to aid presentation
Write for a range of purposes and audiences (engaging the reader) including a short story
Use the present perfect form of verbs instead of the simple past

Additional skills to consolidate: Formal language

Audience and Purpose: Children to create a museum for parents. Request Windrush related artefacts from the red box and publish children's work to go into the museum.

Y3 Writing MTP Sp2 - Where the Wild Things Are (Portal Story)

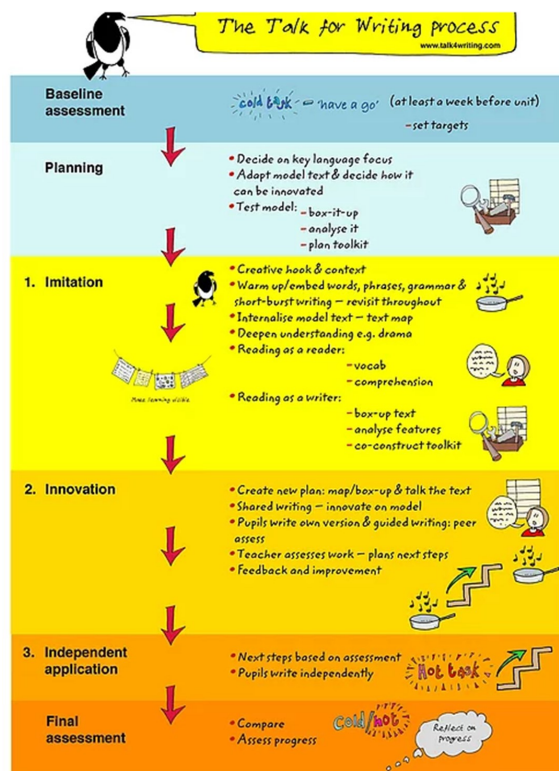


Cold Write	No cold-write as the independent write for (Flotsam is a portal story)
Hook	Lesson 1: Hook for text (Hold a Wild Rumpus Party)
Imitation	<p>Lesson 2: Develop a toolkit for portal stories I identify in model text (dark blue book page 80)</p> <p>Lesson 3: Learn first part of story map</p> <p>Language focus 1: Show don't tell (focusing on emotions)</p> <p>Lesson 4: Drama lesson recapping show don't tell</p> <p>Lesson 5: Learn second part of story map</p> <p>Language focus 2: Choose nouns and pronouns to avoid repetition</p> <p>Lesson 6: Short burst writing to use both areas for the language focus in a piece of extended writing. Write a short narrative from a character in the books perspective.</p> <p>Lesson 7: Draw own version of the story map and add key language</p>
Innovation	<p>Lesson 8: Boxed up picture plan for innovated text. Children will re-tell the story from the perspective of the 'wild things'.</p> <p>Lesson 9 and 10: Planning innovated stories</p> <p>Lesson 11: Editing and peer assessment</p> <p>Lesson 12: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 13: Hook for independent write and picture plan (create whole class S.C.) Children will receive a letter from the 'wild things' asking them to be King/Queen. The children will reply outlining their reasons for saying no.</p> <p>Lesson 14: Independent write (Floating day for additional content)</p>

<p>Additional skills to consolidate: Using a range of adverbials, expanded noun phrases</p> <p>Audience and Purpose: Publish alongside artwork</p>
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Spring Term – writing targets to work towards
Begin to use inverted commas for direct speech
Using conjunctions, adverbs or prepositions to express time and place to extend the range of sentences
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Spell words with a range of prefixes (un-, dis-, mis-, in-, super-, auto-, anti-)
Proofread for spelling and punctuation errors
Spell some of the Y3/Y4 common exception words
Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Use paragraphs around a theme with headings and subheadings to aid presentation
Write for a range of purposes and audiences (engaging the reader) including a short story
Use the present perform for of verbs instead of the simple past

Y3 Writing MTP Su1– The Great Kapock Tree (Balanced Argument)



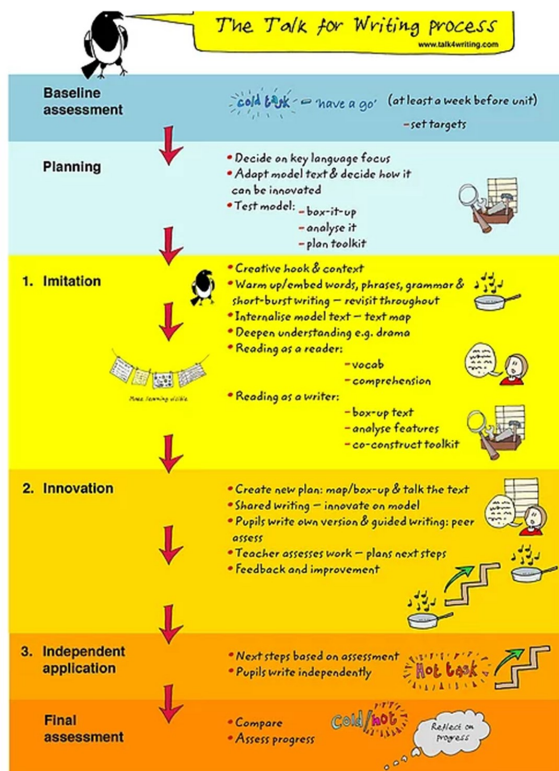
Cold Write	Lesson 1: Watch a child friendly video about deforestation—write a persuasive letter to a company asking them to use recycled materials to save the rainforest
Hook	Lesson 2: Hook for text– Research deforestation
Imitation	Lesson 3: Toolkit development for a balanced argument Lesson 4: Learn first part of story map Language focus 1: Identifying signposts in a balanced argument (see page 137 in the light blue book) Lesson 5: Learn second part of story map Language focus 2: Emotive language Lesson 6: Draw own version of the story map and add key language Lesson 7: Short burst writing to use both areas for the language focus in a piece of extended writing. Children to make notes for a debate. Lesson 8: Debate lesson (Drama)
Innovation	Lesson 9: Boxed up picture plan for innovated text Lesson 10 and 11: Writing innovated balanced arguments Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write— Using research plan a non-chronological report (recap features) Lesson 15: Independent write

Summer Term – writing targets to work towards
Correctly punctuating <u>all</u> examples of direct speech within a piece of writing
Effectively organising their writing by themes
Use commas after fronted adverbials
Handwriting is consistently legible and joined, at speed and regardless of the task
Spell many of the Y3/Y4 common exception words
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Read their writing back and adapt word choice with audience in mind (independent use of thesaurus)
Demonstrate application of expected statements across the curriculum (considering audience and purpose when writing up a science investigation)

Additional skills to consolidate: Formal language, persuasive devices

Audience and Purpose: Hold a debate and invite the phase lead or head of school

Y3 Writing MTP Su1 - Voices in the Park (Anthony Browne)

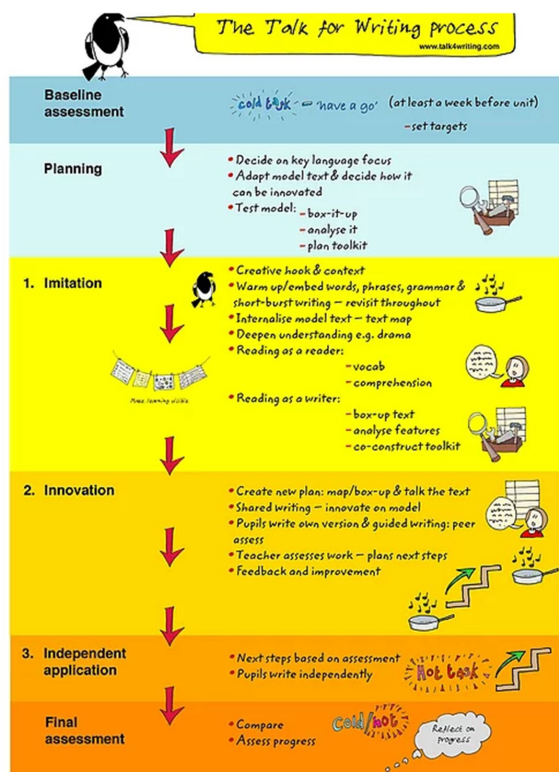


Cold Write	Lesson 1: Stimulus and cold write for a narrative (could use a picture from the book) Provide children with a picture of some playground equipment (or take them to the park with equipment). They write a set of instructions on how to use each piece of equipment.
Hook	Lesson 2: Hook for text (respond to text or drama/role-play) Look at the night time scenes. The children will create their own silhouettes of each other or they could make sun dials.
Imitation	Lesson 3: Learn first part of story map Language focus 1: Use commas after fronted adverbials Lesson 4: Learn second part of story map Language focus 2: Organise writing by theme/using headings and sub-headings to aid presentation Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing. Children will write an explanation text on shadows and how to make a silhouette or sun dial. (demonstrate application of expected standards across the curriculum - Science) Lesson 6: Learn entire story map and deepen understanding. Practical activity - make a cup of tea etc Lesson 7: Draw own version of the story map and add key language Lesson 8: Rewrite story map
Innovation	Lesson 9: Boxed up picture plan for innovated text - children will write a set of instructions on how to make a cup of tea - like the girl in the story. Lesson 10 and 11: Planning innovated stories Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Play a game - children write a set of instructions for a game they have created. Lesson 15: Independent write (Floating day for additional content)

Summer Term - writing targets to work towards

Correctly punctuating <u>all</u> examples of direct speech within a piece of writing
Effectively organising their writing by themes
Use commas after fronted adverbials
Handwriting is consistently legible and joined, at speed and regardless of the task
Spell many of the Y3/Y4 common exception words
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Read their writing back and adapt word choice with audience in mind (independent use of thesaurus)
Demonstrate application of expected statements across the curriculum (considering audience and purpose when writing up a science investigation)

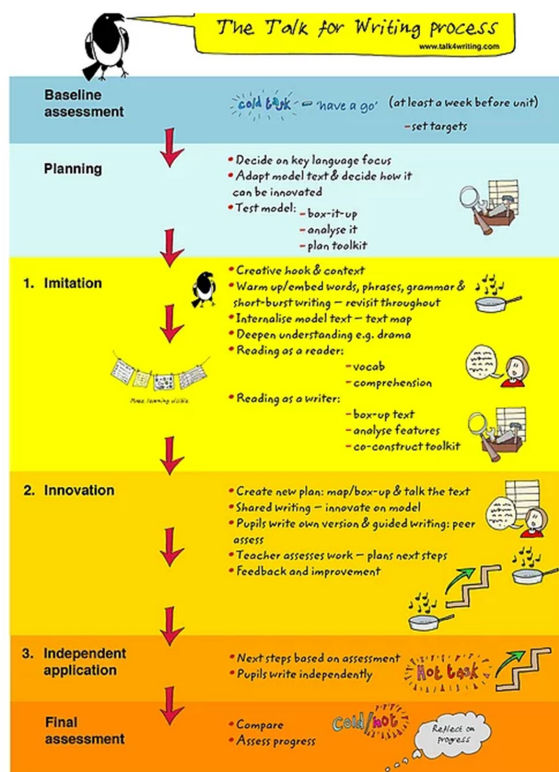
Y3 Writing MTP Su2 - It Was a Dark & Stormy Night (News Report)



Cold Write	Lesson 1: Stimulus and cold write for a narrative (could use a picture from the book) Use the image on Page 76 and ask the children to write a news report and what might have happened.
Hook	Lesson 2: Hook for text (respond to text or drama/role-play) Create a camp-fire (possible day trip to Cardfields to use their fire pit), gather children in a circle, eat toasted marshmallows and tell stories.
Imitation	Lesson 3: Learn first part of story map Language focus 1: Use conjunctions to express time and place Lesson 4: Learn second part of story map Language focus 2: Choose nouns or pronouns to reduce repetition. Lesson 5: Short burst writing to use both areas for the language focus in a piece of extended writing. Children recount the story from Antonio's perspective. Lesson 6: Learn entire story map and deepen understanding. Role Play interviewing Antonio after his ordeal with the Brigand - They could do a version of Good Morning Britain. Lesson 7: Draw own version of the story map and add key language Lesson 8: Rewrite story map
Innovation	Lesson 9: Boxed up picture plan for innovated text - Children will write a Newspaper Report about Antonio's kidnapping and his return. Lesson 10 and 11: Planning innovated stories Lesson 12: Editing and peer assessment Lesson 13: Responding to teacher assessment and publishing
Independent Application	Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Lesson 15: Independent write

Summer Term – writing targets to work towards
Correctly punctuating <u>all</u> examples of direct speech within a piece of writing
Effectively organising their writing by themes
Use commas after fronted adverbials
Handwriting is consistently legible and joined, at speed and regardless of the task
Spell many of the Y3/Y4 common exception words
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Read their writing back and adapt word choice with audience in mind (independent use of thesaurus)
Demonstrate application of expected statements across the curriculum (considering audience and purpose when writing up a science investigation)

Y3 Writing MTP Su2 - The Owl Who Was Afraid of the Dark (Diary)



Cold Write	Lesson 1: Stimulus and cold write for a narrative (could use a picture from the book) Study the title and discuss why this is peculiar – What else could he be afraid of that would be funny? Children write their own version of the story.
Hook	Lesson 2: Hook for text (respond to text or drama/role-play) Read the text and respond using T4R prompts: What did you like? Dislike? Does it remind you of anything? Do you have any questions that you would like to ask the characters?
Imitation	<p>Lesson 3: Identify the features of a diary and develop a toolkit (look at a variety of examples)</p> <p>Lesson 4: Learn first part of story map Language focus 1: Writing in the first person</p> <p>Lesson 5: Learn second part of story map Language focus 2: Show don't tell</p> <p>Lesson 6: Short burst writing to use both areas for the language focus in a piece of extended writing. Write a letter from the perspective of the owl responding to something that happens in the book.</p> <p>Lesson 7: Draw own version of the story map and add key language</p>
Innovation	<p>Lesson 8: Design a new character for your innovated diary. Spend time thinking about their personality and how they would use show don't tell techniques to show it.</p> <p>Lesson 9: Boxed up picture plan for innovated text: Children will write their own version of the story and change the animal and the fear.</p> <p>Lesson 10 and 11: Planning innovated stories</p> <p>Lesson 12: Editing and peer assessment</p> <p>Lesson 13: Responding to teacher assessment and publishing</p>
Independent Application	<p>Lesson 14: Hook for independent write and picture plan (create whole class S.C.) Children write a diary entry about their trip to the Toy Museum</p> <p>Lesson 15: Independent write</p>

Summer Term – writing targets to work towards
Correctly punctuating <u>all</u> examples of direct speech within a piece of writing
Effectively organising their writing by themes
Use commas after fronted adverbials
Handwriting is consistently legible and joined, at speed and regardless of the task
Spell many of the Y3/Y4 common exception words
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Read their writing back and adapt word choice with audience in mind (independent use of thesaurus)
Demonstrate application of expected statements across the curriculum (considering audience and purpose when writing up a science investigation)