








# Year 3/4 – Writing Curriculum Map – English Curriculum Implementation

Year 3/4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic A	The Roman Empire and its impact upon Britain				African adventures				Amazon tribes and their lifestyles; rainforests and food			
Book	 Escape from Pompeii	 Roman Invasion	 The Boy Who Biked the World (in two parts across the term)	National Storytelling Week – write and illustrate a mini-book based on traditional tales of your choosing.	 The Story of Tutankhamun	Shakespeare Week – Julius Caesar		 The Catch	 There's a Rangatana in my bedroom.			
Vocab	Tremor, cargo, haggle, tavern, tradesman		Invasion, warrior, tribe, hostage, prisoner		route, expedition, encourage, continent, disbelief, dawn,		Archaeological , governed, pharaoh, unravelled, excavation.		Nimble, evaporated, flourish, Please add more vocabulary as you teach.	Destroy, campaign, Please add more vocabulary as you teach.		
Topic B	Queen Victoria; life in Victorian times				The Viking struggle for the Kingdom of England				Changes in Britain from the Stone Age to the Iron Age			
Book		 Fair's Fair	 Oliver Twist	 A Christmas Carol	 How to be a Viking	 Viking Village film	 How to Train Your Dragon	Shakespeare Week – Romeo & Juliet	 Stone Age Boy	 Pebble in my Pocket		
Vocab	Monarch, noble, reign, royal, mourning, empire, colonies.	Errands, ragged, miser, mansions, monstrous, savage, pail, orphan, peasant,	dormitory, gruel, apprentice, jostling, bland, insatiable, nauseating.	Meagre, relentless, famished, crave, regret.	Wilted, marooned, barnacled, shrieking, hue, shoals, tremendous.				Striking, flint, grindstone, antlers, archaeologist.	Mantle, landmasses, eroded, silt, sedimentary, glacier, lumber,		
Both Cycles												
Writing genre & outcome	Biography	Narrative retell	Letter Diary	Persuasive letter Non-chronological report (information)	Narrative – from a different perspective Persuasive advert	Explanation text	First person narrative	Poetry Diary	Newspaper	Information text – double spread		
New SPAG skills	Re-cap of previous year SPAG skills  Conjunctions (when, if,	Re-cap of previous year SPAG skills  Simple and compound sentences,	a or an and was or were	Choose nouns or pronouns to avoid repetition  Headings and subheadings	Conjunctions, adverbs and prepositions of time and cause  Paragraphs	Fronted adverbials  Paragraphs	Direct speech	Prepositional phrases	Present perfect verb form  Determiners  Dialogue	Possessive apostrophe of plural nouns Difference between plural and possessive -s	Noun phrases – see English Appendix 2 NC	Re-cap pf Y3/4 skills

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	because, although)	commas to separate clauses										
<b>Spelling</b>	Re-cap of previous year spelling rules	Follow Spelling Shed progression.	Common Exception Word assessment	Follow Spelling Shed progression.				Common Exception Word assessment	Follow Spelling Shed progression.			Common Exception Word assessment
<b>APS</b>	Re-cap of Y2 APS	Re-cap of Y2 APS	Verb, person	Emotion word, comma	SHORT	De:de	Ad, same ad		3_ed	Personification of weather		The more, the more
<b>S&amp;L foci</b>	Uses tone of voice, stress on words and gestures naturally to add meaning.		Use Standard English verb inflections – <i>we were</i> instead of <i>we was</i> , <i>I did</i> instead of <i>I done</i>		Uses intonation to make storytelling and reports exciting and interesting		Uses complex joining words e.g. meanwhile, therefore		Uses language for different purposes, for example to persuade, negotiate or question		Can use topic/scientific vocabulary accurately within an activity	