



English - Writing

Every T4W unit begins with the children completing a cold write. This is an opportunity for the children to showcase what they already know about the genre and they will be set a short-term target by their teacher. The T4W unit will be taught in three stages; the imitation stage, the innovation stage and the independent application stage. Within each unit, the children will have opportunities to complete a range of short-burst writing activities such as letters, diaries, blogs, newspapers, poems etc. At the end of the unit, the children will complete a hot write. This will showcase the progress the child has made in the genre and the teacher will assess if the short-term target has been achieved.

Y3 - Autumn Term				
Genre	Fiction	Non-Fiction	Fiction	Poetry
	T4W - Portal Story	T4W - Instruction Text	T4W - Suspense Story	Diamante Poems
Our class toolkit is...	<ul style="list-style-type: none">• Main character goes through a portal• A description of the transition from the first to second setting• A wide range of sentence starters• Expanded noun phrases• Prepositional phrases• Small amounts of dialogue to advance the plot	<ul style="list-style-type: none">• Title written as a statement• Subheadings• Short introduction with a question• List of things needed• Chronological order• Commands using imperative verbs• Adverbs• Prepositions• Advice for the reader• A picture to add clarity	<ul style="list-style-type: none">• Main character is in a scary, unusual or mysterious setting• Uses the 5 senses to describe the setting• Powerful verbs to show the actions of the character• Short sentences for effect• Hide the threat• Show! Don't tell!• Rhetorical questions	<ul style="list-style-type: none">• Diamond shape• Line breaks• Seven lines long• Contrasting nouns• Adjectives• Verbs
Our outcome is...	The children will write their own portal story.	The children will write their own set of instructions.	The children will write their own suspense story.	The children will write and perform their own diamante poem.



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Y3 - Spring Term

Genre	Fiction	Non-Fiction	Non-Fiction	Poetry
	T4W - Losing Story	T4W - Information Text	T4W - Debate	Renga Poems
Our class toolkit is...	<ul style="list-style-type: none">• Lost object or person• Expanded noun phrases• Commas in a list• Fronted adverbials (time and manner)• Character feelings shown through actions• Inverted commas for speech	<ul style="list-style-type: none">• Title• Subheadings• Introduction• Information and facts organised into sections• Pictures• Captions• Technical vocabulary specific to the topic• Non-chronological order	<ul style="list-style-type: none">• Introduction• Facts to support each point• Formal language• Emotive language• Repetition• Rhetorical questions• A strong conclusion	<ul style="list-style-type: none">• Line breaks• Three lines long• Pattern of syllables 5-7-5• Written about one theme
Our outcome is...	The children will write their own losing tale.	The children will create their own non- chronological report.	The children will write and take part in a class debate linked to a well-known story.	The children will write and perform their own renga poem.



English - Writing

Y3 - Summer Term

Genre	Fiction	Non-Fiction	Poetry	Fiction
	T4W - Traditional Tale	T4W - Persuasive Text	Clerihew Poems	T4W - Setting Description
Our class toolkit is...	<ul style="list-style-type: none">• Title• Expanded noun phrases• Conjunctions• Fronted adverbials• Character feelings shown through actions• Inverted commas for speech• A moral taught to the reader	<ul style="list-style-type: none">• Formal language• Senders address• Dear...• Introduction• Written in first person• Information and facts to support argument• Technical vocabulary specific to the topic• Persuasive language	<ul style="list-style-type: none">• Line breaks• Four lines long• A funny poem• Written about someone• Lines 1 and 2 rhyme• Lines 3 and 4 rhyme	<ul style="list-style-type: none">• Expanded noun phrases• Prepositions• Similes and metaphors• Commas in a list• Use the 5 senses to describe the setting• Personification
Our outcome is...	The children will write their own traditional tale.	The children will write a persuasive letter to someone of importance.	The children will write and perform their own clerihew poem.	The children will write a setting description about a picture.