

# English Writing Curriculum - Year 3 & 4 - Cycle A

Year 3/4 Cycle A Themes	Term 1 Stone Age	Term 2 Stone Age	Term 3 Ancient Egypt	Term 4 Ancient Egypt	Term 5 Britain in WW2	Term 6 Britain in WW2
Curricular focus	History - What was life like in the Stone Age?  English - What would it be like to travel to an imagined world?	History - Did life improve in the Iron Age?	History - Why did the Egyptian civilisation last so long?  English - What do you know about inventors, robots and machinery?	History - What have archaeologists taught us?	History - Did we win the Battle of Britain because of 'the few'?  English - Can you tell me a silly story?	History - What happened in Sussex during the Battle of Britain and WW2?
Core Texts	 Leon & The Place Between by Angela McAllister	 The Stone Age Boy by Satoshi Kitamura	 The Lost Thing by Shaun Tan	 The 5,000 Year Old Puzzle by Claudia Logan	 Fortunately the Milk by Neil Gaiman	 Poppy Field by Michael Morpurgo
Supporting Texts	The Land of Roar by Jenny McLachlan  The Sound Collector by Roger McGough  The Magic Box by Kit Wright  Journey by Aaron Becker  The Word Collector by Peter H Reynolds  An Atlas of Imaginary Places by Mia Cassany	Maroo of the Winter Caves by Ann Turnbull  Stone Age reference books  Cave Baby by Julia Donaldson  The First Drawing by Mordacai Gerstein  The Pebble in my Pocket by Meredith Hooper  The Time Traveller's Journal by Greg Becker	Harley Hitch and the Iron Forest by Vashti Hardy  The Boy who Grew Dragons by Andy Shepherd  The Tin Forest by Wayne Anderson  The Dragon Machine by Wayne Anderson  The Iron Man by Red Hughes  The Robot and the Bluebird by David Lucas  How Nearly Everything was Invented by Lisa Swirling	The Time Traveller's Journal by Greg Becker  Meet the Ancient Egyptians by James Davies  Ancient Egypt - Tales of Gods & Pharaohs by Marcia Williams  Magnificent Ancient Egypt by Philip Steele  The Highland Falcon Thief by M.G Leonard & Sam Sedgman	The BFG by Roald Dahl  The Owl and The Pussy Cat by Edward Lear  The Book of Nonsense by Edward Lear  Nonsense Rhymes Collection by Richard Evans  The Little Book of Rhymes and Nonsense for children by Terry White  Jabberwocky by Lewis Carroll	War Game by Michael Foreman  Goodnight Mister Tom by Michelle Magorian  The Lion and the Unicorn by Shirley Hughes  Anne Frank  The Diary of Anne Frank  The Lion, the Witch and the Wardrobe by CS Lewis
Children	<ul style="list-style-type: none"> <li>are introduced to a range of authors that they might not choose themselves</li> <li>select own books (and be taught how to do so)</li> <li>continue to develop a positive attitude to reading and understand what is read</li> <li>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>read books that are structured in different ways and read for a range of purposes</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>Class Reader</b></p>	 <p>The Land of Roar by Jenny McLachlan</p>	 <p>Maroo of the Winter Caves by Ann Turnbull</p>	 <p>Harley Hitch and the Iron Forest by Vashti Hardy</p>	 <p>The Firework-Maker's Daughter by Philip Pullman</p>	 <p>The BFG by Roald Dahl</p>	 <p>War Game by Michael Foreman</p>
<p><b>Possible Writing Outcomes - Writing to Entertain</b></p> 	<p>Write an action scene <i>describing</i> the entrance of the circus performers - short burst</p> <p>Write a detailed <i>setting description</i> for a portal location - short burst</p> <p>Write a portal adventure <i>story</i> - extended writing</p> <p>Write a structured poem about the <i>mechanical creatures</i></p>	<p>Write a detailed <i>character description</i> for a Stone Age friend - short burst</p> <p>Write your own <u>Time Traveller's Journal</u></p> <p>Write a <i>cinquain poem</i> as an <i>ode to Areg</i></p>	<p>Write a FOUND poster for The Lost Thing</p> <p>Write a book &amp; film review</p> <p>Using 'The Iron Forest', write a Recipe for Hope</p> <p>Poetry performance</p>	<p>Write an alternative puzzle or a riddle</p> <p>Write an alternative mystery</p> <p>Write your own <u>explorer's journal</u></p>	<p>Compose a <i>limerick / a riddle / a silly rhyme</i></p> <p>Write a silly words dictionary / glossary</p> <p>Write a detailed <i>character description</i> for totally silly character</p> <p>Write a detailed <i>setting description</i> for totally silly place</p>	<p>Write a free verse poem on the poppy fields/Framfield Peace Park</p> <p>Setting description of Martens farm/WW1 trenches</p>
<p><b>Possible Writing Outcomes - Writing to Inform</b></p> 	<p>Write an explanation of the history of magic</p> <p>Write a list of ingredients and a recount of a recipe for a magical potion</p> <p>Research and write a newspaper article about a famous magician</p>	<p>Recount a survival guide / explanation for Stone Age times - extended writing</p> <p>Write an explanation - a set of instructions to build a snow house</p>		<p>Write glossary of historical artefacts</p> <p>Write a biography for an explorer</p>	<p>Write an explanation for a platypus!</p> <p>Write a biography for Spike Milligan</p> <p>Write a list of the ingredients necessary to write silly verse</p>	<p>Write a non-chronological report on The Christmas Truce/The Battle of Britain</p> <p>Recount of Newhaven Fort visit</p>
<p><b>Possible Writing Outcomes - Writing to Persuade</b></p> 	<p>Write a poster to advertise the magic show</p> <p>Write a speech to ask a magician to choose you to go to <u>the place between</u></p>	<p>Write a <i>letter</i> begging to be allowed to come home</p> <p>Write a <i>letter</i> begging to be allowed to stay</p>			<p>Write a <i>letter</i> to Oxford English dictionary to persuade them to include a silly word in their dictionary</p>	<p>Write a letter home from the trenches persuading your family that all is well</p>

<b>Progression in Sentence Building - sentence construction</b>	<b>Consolidate</b> Writes questions	<b>Introduce</b> Writes a variation of coordinating and subordinating sentences <b>Introduce</b> Uses the adult model of fronted adverbials	<b>Practise</b> Varies position of the main clause within sentences, either before or after the subordinating clause <b>Practise</b> Successfully uses fronted adverbials to open sentences	<b>Introduce</b> Uses the adult model of including dialogue in narratives <b>Practise</b> Includes dialogue within narratives	<b>Practise</b> Maintains the tense e.g. simple past, present tense and progressive tense	<b>Develop</b> Uses a range of tenses accurately, maintaining the chosen tense <b>Introduce</b> Writes more complex lists of longer items
<b>Progression in Sentence Building - Punctuation</b>		<b>Introduce</b> Beginning to use commas between clauses	<b>Practise</b> Commas between clauses <b>Practise</b> Commas after fronted adverbials	<b>Practise</b> Beginning to use inverted commas for dialogue <b>Practise</b> Uses apostrophe for regular plurals	<b>Develop</b> Sentences are mostly demarcated <b>Develop</b> Uses inverted commas accurately for dialogue <b>Develop</b> Uses apostrophe for regular and irregular plurals	<b>Embed</b> All sentences demarcated <b>Embed</b> Commas in lists <b>Embed</b> Uses a colon to introduce a long list
<b>Whole Text Building</b>	<b>Consolidate</b> Use adult model to begin to organise paragraphs, as a way to group related material	<b>Introduce</b> With some independence, organise paragraphs around a theme	<b>Practise</b> With independence, organise paragraphs around a theme	<b>Develop</b> Independently, organise paragraphs around a theme		<b>Embed</b> With independence, organise paragraphs around a theme
	<b>Consolidate</b> Begin to recognise and use some features of the chosen genre	<b>Practise</b> Know and use some features of the chosen genre				
		<b>Introduce</b> Include headings and sub-headings in non-narrative writing	<b>Practise</b> Independently include headings and sub-headings in non-narrative writing			<b>Develop</b> Independently include headings and sub-headings in non-narrative writing
			<b>Introduce</b> Using the adult model, begin to use fronted adverbials to vary sentence openings	<b>Practise</b> Independently use fronted adverbials to open some sentences		
			<b>Introduce</b> Sequence ideas chronologically, using a range of conjunctions to make the sequence clear	<b>Practise</b> Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity		
				<b>Introduce</b> Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition	<b>Practise</b> Maintain correct tense to achieve cohesion through the piece	<b>Embed</b> Maintain correct tense to achieve cohesion through the piece
				<b>Introduce</b> In story-writing create settings, characters and plot, using a shared text to gather ideas	<b>Practise</b> Create settings, characters and plot when writing stories, sometimes innovating with own ideas	<b>Develop</b> Create settings, characters and plot when writing stories, sometimes innovating with own ideas
					<b>Practise</b> Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold	<b>Practise</b> Write poems in different forms e.g. haiku / list / free verse / narrative poetry  <b>Embed</b> Maintain correct tense to achieve cohesion, sometimes managing change of tense when required

<b>Authorial Effect</b> Communicate coherently and effectively with the reader:	<b>Consolidate</b> Plan and discuss what they are going to write about, and record ideas	<b>Introduce</b> Orally compose sentences to check for meaning and effect	<b>Practise</b> Orally rehearse dialogue for effect; what does it tell the reader?		<b>Develop</b> Experiment with words and their placement, including in poetry, discussing the effect of making changes	
	<b>Consolidate</b> Use vocabulary which has an effect on the reader e.g. to frighten or surprise them	<b>Introduce</b> Play with words in different kinds of poems and talk about preferences	<b>Practise</b> Draw on vocabulary and phrasing of books read aloud or independently	<b>Develop</b> Use vocabulary to create mood and atmosphere e.g. of settings or feelings	<b>Develop</b> Use new and less familiar vocabulary to add further detail and interest	
	<b>Consolidate</b> In discussion with others, assess the effectiveness of their own writing for the audience	<b>Introduce</b> Consider the sound of varied sentences to interest the reader	<b>Practise</b> Communicate coherently and effectively with the reader:	<b>Develop</b> Know the purpose of the writing and who the audience will be	<b>Develop</b> Read and discuss similar texts to consider the effect on the reader	<b>Embed</b> Assess the effectiveness of their own and others' writing, and suggest/make improvements
	<b>Consolidate</b> Read aloud their own writing to check it makes sense					
					<b>Develop</b> Experience and discuss formality within texts, and how it contrasts with informality	
<b>Grammar and Punctuation</b> G1 - Word Classes	<b>Consolidate</b> Review nouns, common and proper  <b>Consolidate</b> Learn to recognise a vowel and a consonant  <b>Consolidate</b> Select the determiner 'a' or 'an' appropriately  <b>Consolidate</b> Revise commas in lists for proper nouns of people and places  <b>Consolidate</b> Review common and proper nouns  <b>Consolidate</b> Revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately  <b>Consolidate</b> Check use of commas in lists for more obscure contexts e.g. shops, hotels, companies, landmarks, museums	<b>Introduce</b> Introduce term 'pronoun'  <b>Practise</b> Create noun phrases using nouns and adjectives  <b>Introduce</b> Identify effective verbs and explain why they work well / collect in journal  <b>Practise</b> Consolidate meaning of vowel and consonant  <b>Introduce</b> Introduce full set of well-known collective nouns  <b>Practise</b> Create new ones  <b>Introduce</b> Identify and use pronouns to avoid repetition  <b>Introduce</b> Discuss noun phrases in texts  <b>Practise</b> Compose expanded noun phrases and apply to writing	<b>Practise</b> Identify and distinguish between different noun types (common, proper, pronoun)  <b>Practise</b> Model choosing pronouns to avoid repetition  <b>Introduce</b> Introduce prepositions and model in sentences  <b>Develop</b> Ensure correct use of determiners 'these' and 'those'  <b>Develop</b> Find determiners which are quantifiers e.g. some, every  <b>Practise</b> Identify prepositions in sentences  <b>Practise</b> Vary sentence openers, changing the pronoun	<b>Practise</b> Find adverbials in texts  <b>Develop</b> Discuss their relationship with the verb  <b>Develop</b> Sometimes change position of the adverbial in a sentence  <b>Practise</b> Identify prepositions in context  <b>Practise</b> Pair up noun / adjective cards  <b>Practise</b> Vary position of the adverbial in a sentence, ensuring correct use of comma  <b>Develop</b> Discuss the effect of making changes  <b>Practise</b> Explore sets of words which can be either of 2 or 3 word classes, depending on the context	<b>Develop</b> Confidently select words of a given word class in cloze procedure activity  <b>Develop</b> Identify word class of words in sentences  <b>Practise</b> Identify word class in 'human sentences' with word cards, including prepositions  <b>Practise</b> Identify word class of words in 'human sentences' using word cards, including prepositions and determiners  <b>Practise</b> Identify possessive determiners e.g. my, your, her, their	<b>Develop</b> Also identify word classes in contexts which are challenging  <b>Develop</b> In guided writing, discuss whether particular words are needed e.g. Do they make the sentence stronger? How?  <b>Embed</b> Also identify word classes in contexts which are challenging  <b>Develop</b> In guided writing, discuss whether particular words are effective - Do they make the sentence stronger?  <b>Embed</b> Play games to consolidate four key word classes

<p>G2 - Sentence Functions</p>	<p><b>Consolidate</b> Model and revise the function of statement, question, command and exclamation</p> <p><b>Consolidate</b> Play games to reinforce understanding e.g. sentence bag</p> <p><b>Practise</b> Compose a range of sentence types, punctuating appropriately</p> <p><b>Practise</b> Comment on sentence types during shared and guided reading</p> <p><b>Practise</b> Compose a question for a given statement or a response to a given exclamation</p>		<p><b>Develop</b> Write a range of sentence types, punctuating appropriately</p> <p><b>Develop</b> Comment on sentence types when evaluating</p> <p><b>Develop</b> Compose a question for a given statement</p> <p><b>Practise</b> Play games to secure understanding of different sentence functions</p> <p><b>Develop</b> Vary sentence types to interest the reader</p> <p><b>Practise</b> Experiment with short statements or exclamations, rhetorical questions, and dialogue including commands</p>		<p><b>Develop</b> Make suitable choices of sentence type according to chosen genre</p> <p><b>Develop</b> Know when an exclamation requires an !</p> <p><b>Embed</b> Write sentences with increasing grammatical accuracy independently make suitable choices of sentence type according to chosen genre</p> <p><b>Embed</b> Write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing</p>	
<p>G3 - Combining Words, Phrases and Clauses</p>	<p><b>Introduce</b> During shared writing, model a range of sentence structures, some which include subordination</p> <p><b>Introduce</b> Play 'Is it a sentence or not?' regularly</p> <p><b>Introduce</b> During shared writing, model and identify a range of sentence structures, including some which include subordination</p> <p><b>Consolidate</b> Revise role of conjunctions</p>	<p><b>Practise</b> Collect a bank of coordinating and subordinating conjunctions</p> <p><b>Practise</b> Identify the main clause readily identify the main clause and subordinate clause</p> <p><b>Practise</b> Sometimes swap their position within the sentence; collect a bank of further 'time connectives'</p>	<p><b>Practise</b> Express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because</p> <p><b>Practise</b> Become more confident to identify the main clause and subordinate clause during shared reading, shared writing and independent activities</p> <p><b>Practise</b> Play games to select conjunctions in given contexts e.g. using cards</p> <p><b>Practise</b> During shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. however, secondly, when, before, after, while, because of, due to, as a result of, or the use of fronted adverbials</p> <p><b>Practise</b> Play games to select conjunctions in given contexts</p>		<p><b>Practise</b> Practise using adverbials to open some sentences</p> <p><b>Embed</b> Know how to use the comma accordingly</p> <p><b>Develop</b> Discuss and evaluate chosen conjunctions</p> <p><b>Develop</b> Discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfil the same purpose?</p>	<p><b>Develop</b> Use a growing range of conjunctions to confidently join ideas within sentences</p> <p><b>Develop</b> Identify conjunctions in texts and own writing</p> <p><b>Embed</b> Make successful choices when composing sentences, according to the genre</p> <p><b>Develop</b> Read own writing aloud to an audience, as part of evaluation process</p>
<p>G4 - Verb Tenses</p>	<p><b>Consolidate</b> Revise words in the past tense with regular ed suffix</p> <p><b>Consolidate</b> Revise words ending in ing - progressive form</p> <p><b>Consolidate</b> Revise the present perfect / past perfect - He has/had gone to find his puppy, with a focus on spoken accuracy</p> <p><b>Consolidate</b> Sort sentence cards between simple / perfect tense</p>	<p><b>Introduce</b> Collect a bank of irregular past tense verb forms</p> <p><b>Practise</b> Change these from present to past e.g. catch/caught; match word cards</p> <p><b>Practise</b> Revise spelling of regular and irregular past tense verb forms</p> <p><b>Introduce</b> Change these from present to past</p> <p><b>Practise</b> Edit sentences which mix tenses</p> <p><b>Introduce</b> Dictate sentences to reinforce tenses learned</p>	<p><b>Practise</b> Identify the tense of a given extract</p> <p><b>Develop</b> Convert sentences from one tense to another</p> <p><b>Develop</b> Continue to build irregular verb bank</p> <p><b>Practise</b> Identify the tense of a challenging extract</p> <p><b>Develop</b> Convert from one tense to another</p> <p><b>Practise</b> Identify 1st or 3rd person in shared or guided reading</p>	<p><b>Practise</b> Sometime use the present /past perfect e.g. He has/had gone out to play, with a focus on spoken accuracy first</p> <p><b>Develop</b> Write a diary extract or journal / log in 1st person, consistently using past tense verb forms as appropriate</p> <p><b>Embed</b> Secure spelling of verbs in progressive form</p>	<p><b>Develop</b> Maintain consistency of tense in narrative / report writing</p> <p><b>Practise</b> Practise further contexts for present and past perfect verb forms</p> <p><b>Develop</b> Maintain consistency of tense in narrative / report writing, explanation / instructions</p> <p><b>Practise</b> Practise further contexts for present and past perfect verb forms</p>	<p><b>Embed</b> Increasingly control a variety of verb forms in spoken and written contexts</p> <p><b>Develop</b> Spot quickly during reading</p> <p><b>Embed</b> Increasingly control a variety of verb forms in spoken and written contexts</p> <p><b>Embed</b> Identify confidently during reading</p> <p><b>Practise</b> Practise changing extract from one tense to another</p>

G5 - Punctuation	<p><b>Consolidate</b> Revise use of inverted commas (and commas) to indicate direct speech</p> <p><b>Consolidate</b> Clarify the difference when writing a playscript</p> <p><b>Consolidate</b> Identify direct and indirect speech when reading texts</p> <p><b>Consolidate</b> Model, discuss and use commas to separate clauses effectively</p> <p><b>Consolidate</b> Insert comma accurately when writing a relative clause</p> <p><b>Consolidate</b> Discuss idea of 'ambiguity', when meaning is not clear</p>	<p><b>Practise</b> Revise use of comma to separate items in a list</p> <p><b>Practise</b> Revise use of apostrophe for singular and regular plural nouns</p> <p><b>Introduce</b> Introduce apostrophe for irregular plural nouns e.g. children's</p> <p><b>Practise</b> Revise use of comma to separate items in a list</p> <p><b>Practise</b> Revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. the woman's hat, the women's hats</p>	<p><b>Practise</b> Revise use of apostrophe for omission, and ensure pupils know term 'contracted form'</p> <p><b>Practise</b> Edit deliberate punctuation errors</p> <p><b>Practise</b> Add punctuation to dictated sentences</p> <p><b>Practise</b> Model and practise punctuating parenthesis using pairs of commas, dashes or brackets</p> <p><b>Practise</b> Use punctuation fans</p>	<p><b>Develop</b> Model, discuss and use commas to separate clauses effectively</p> <p><b>Develop</b> Vary use of other punctuation e.g. ! ?</p> <p><b>Develop</b> Use punctuation fans during class game, to make best choice</p> <p><b>Develop</b> Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity</p> <p><b>Introduce</b> Begin to use a single dash</p> <p><b>Develop</b> Use punctuation fans</p>	<p><b>Develop</b> Demarcate sentences with increasing security, including apostrophe for omission and possession</p> <p><b>Develop</b> Provide dictated sentences which require decisions about punctuation</p> <p><b>Develop</b> Use bullet points where appropriate</p> <p><b>Develop</b> Revise use of apostrophe for omission and possession</p> <p><b>Develop</b> Provide dictated sentences which require decisions about punctuation</p>	<p><b>Develop</b> During shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause</p> <p><b>Embed</b> Read sentence aloud to hear its sense</p> <p><b>Embed</b> Discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices</p> <p><b>Develop</b> Revise meaning of ambiguity</p>
G6 - Vocabulary	<p><b>Consolidate</b> Revise and expand repertoire of plural nouns, adding suffix correctly s/es/ies</p> <p><b>Consolidate</b> Collect a bank of nouns using the suffixes ness, er and tion</p> <p><b>Consolidate</b> Discuss effective vocabulary in class text and poems</p> <p><b>Consolidate</b> Display cross-curricular vocabulary</p> <p><b>Consolidate</b> Collect nouns made from verbs using the suffixes -ation and -sion e.g. admiration, decision</p> <p><b>Consolidate</b> Discuss effective vocabulary in class text and poems, including alliteration and simile</p> <p><b>Consolidate</b> Define words associated with current topics</p>	<p><b>Introduce</b> Learn to read and spell some words with a prefix, discussing what that prefix means e.g. super-, anti-, dis-, mis-, in-</p> <p><b>Practise</b> Collect banks of effective noun phrases and strong verbs in a writing journal</p> <p><b>Practise</b> Apply to own writing</p> <p><b>Develop</b> Define meaning of a range of homophones</p> <p><b>Develop</b> Revise and expand understanding of further words with a prefix e.g. improper, illegal</p> <p><b>Introduce</b> Discuss adverbials in own and others' writing; collect conjunctions in a journal</p>	<p><b>Develop</b> Refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing</p> <p><b>Develop</b> Sometimes use a dictionary and thesaurus to build these skills</p> <p><b>Develop</b> Define relevant topic vocabulary</p> <p><b>Develop</b> Refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing</p> <p><b>Develop</b> Use a dictionary and thesaurus to build these skills</p> <p><b>Embed</b> Match homophone word cards to their meanings</p>			
G7 - Standard English and Formality	<p><b>Consolidate</b> Revise correct use of adverbs, to conform to Standard English e.g. She ran quickly; they did well</p> <p><b>Consolidate</b> Role-play the voice of a king / mayor / duchess, using formal language</p> <p><b>Consolidate</b> Revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. Where were / was you?</p>	<p><b>Practise</b> Identify the subject of a sentence</p> <p><b>Practise</b> Make sure verb matches the subject e.g. We were going; Where were you? They did their homework.</p> <p><b>Develop</b> Identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus</p> <p><b>Develop</b> Model accurate use of Standard English in dictated sentences</p>	<p><b>Embed</b> In spoken and written contexts, apply known rules of Standard English</p> <p><b>Develop</b> Respond to errors by modelling correct verb forms orally</p> <p><b>Embed</b> In spoken and written contexts, apply known rules of Standard English</p> <p><b>Develop</b> Respond to errors by modelling correct verb forms orally</p> <p><b>Develop</b> Drama which requires formal language</p>			
<p style="text-align: center;"><b>Spelling</b></p> <p>Super Hero Spellings Year 3</p>						

<b>Spelling</b> Super Hero Spellings Year 4						
<b>Handwriting</b>						
<b>Handwriting</b>						