	MORDA Literacy Planning: Roses Year 3 / 4 Autumn 2026 : Mrs Chapman (Mon / Tue) Mrs O'Grady Wed, Thur, Fri		
WEEK	**Key learning objectives and sequence of learning** **Monday – Wednesday**	**Grammar Punctuation** **Thursday** **Pre-learning ready for the following week**	**Curriculum Links**
WEEK 1	**Introducing Class Text** **Tuesday** PD day **Wednesday**: Lesson about presentation, handwriting, layout, using a ruler to underline and correct sentence punctuation (CL and FS). Set expectation of standards. **Thursday**: Introduce "Night at the museum" Egyptian text by Stephen Davies - Discuss cover / Read blog Likes / Dislikes Puzzles and connections. **Friday**: MOG to write and share a diary extract about the first few days of her summer trip to Ireland. Make sure modelled diary includes all the W's sentence, eg What would we find at the beach? Would there be a bridge across to the island? Who will we find there? And the As, -ly sentence, eg. As I rounded the final corner excitedly, the most stunning seascape appeared before me. Discuss the features in MOG's/all diaries: 1st person, past tense, personal recount of events/ sights/ sounds/ feelings. Children to write a diary about a few days of their summer holiday.	Revise - all the Ws sentence: e.g. *Questions crowded my brain. What was this night going to be like? Who would I spend the night with? Where would we sleep? What would I discover in the museum?* Revise As ly sentence. *e.g. As I entered the huge stone doors of the museum, my heart beat thudded loudly in my chest.*	History / Class reading text
Week 2 **Arthog HC and MOG swap ends of week**	**Descriptive 1st person recount of being in the museum** **Monday**: look at text: book chapter 1 going into the museum: compare with collected vocabulary - sights sounds feelings before a sleep over in a museum – model writing diary as character Mo - write a short paragraph 1st person describing entering the museum. **Tuesday**: Teach fronted adverbials/ similes and metaphors **Wednesday**: Describe walking through museum at night 1st person -using Fronted adverbials, smiles and metaphors, sights, sounds, feelings and short sentences to build tension.	Teach: Fronted adverbials ; *Nearby, Overhead, On the walls, All around,* Teach Similes and Metaphors	History / Class Reading Text

	Thursday: Drama work: creating museum - what would be in a museum? - collect descriptive vocabulary for artefacts. Read exemplar text (model) **Friday**: Look at images of the Egyptian room in the museum. write paragraph describing Egyptian museum room / statues etc using similes metaphors descriptive language building tension.		
Week 3	**1st Person Diary Recount** **Monday**: Improve 1st person recount- Discuss what it would feel like trying to go to sleep in the museum – Introduce tension – show not tell descriptions – box up build up of tension to a 'cliff hanger' … **Tuesday:** Write paragraph building tension to cliff hanger – use similes, metaphors, show not tell, short sentences etc. elypsis… **Wednesday**: Complete writing – make improvements – redraft ? **Thursday**: Grammar: Teach features of formal letter writing	Formal layout pf letter Sir / Madam Yours Sincerely Formal language Paragraphing – Introduction Thank you – main points Main Paragraph Concluding Paragraph : thank you again Sign off	MoE – Drama /History
WEEK 4	**Monday: Introduce letter writing - formal –** Drama receive a letter from the director of the Museum - asking team to create an interactive museum exhibition about Egyptians for children - analyse features of letter **Tuesday:** collect vocabulary for reply - box up plan for reply - begin reply using formal language features and success criteria**.** **Wednesday:** Teach modal verbs, Capital letters starts of sentences and proper nouns, missing words, was and were, there, their , they're. **Thursday:** Science	Teach: modal verbs would could Formal phrases : We would be delighted to.. You should commission us because Our team has a great deal of experience in…	MoE Drama
WEEK 5	**Descriptive story writing (3rd person)** **Monday:** Writing our formal letter of reply to the Egypt Antiquities Council. **Tuesday**: Drama work: discovery of Nefertiti's tomb in the Valley of the Kings / collect vocabulary to write story and describe the setting / heat/ sand boredom - add dramatic tension -water boy discovers steps.	Teach use of simple direct and speech	History / MoE Drama

	Wednesday: Past tense, first person, recalling the discovery. Teach techniques to add dramatic tension - suddenly… at that moment .. in an instant … About to break into the tomb, they make a small hole, send a drone through, on their computer screens what did they see? How are they feeling? Heart pounding, breath pounding, thoughts whizzing, momentous discovery. **Thursday:** teacher model direct speech "What can you see?" "Wonderful things, wonderful things." My colleagues, who were with me, peered over my shoulder and asked "What can you see?"		
WEEK 6	**Descriptive story writing:** **Monday:** Drama work : looking inside the tomb for the first time. : collect thoughts, feelings, senses sights vocabulary**.** Boxed up plan of events leading to discovery. **Tuesday:** write sensory description of looking inside the tomb for the first time - include direct speech Howard Carter and Lord Carnarvon**.** **Wed:** Complete and improve story. Write detailed description of artefacts and Tutankaman's mask using descriptive adjectives, similes and metaphors. **Thursday**: revisit direct speech and dictation of direct speech sentences, practising punctuation.	Teach features of non-chronological report – Museum exhibition text Look at formal language : **passive voice** - was discovered / the statue was made … **u**se of **present and past tense tense formal explanation phrases** : evidence shows is/ archaeologists believe/ it is believed that etc	History
WEEK 7	**Monday** – Formal lesson looking at past tense verbs, -ed endings, was/were and saw/seen, done/did. **Tuesday:** Link to history – everyday life of Egyptians, using past tense in non-fiction information paragraph about Egyptian everyday life. **Fri**: Teach imperative verbs, time conjunctions, eg. Next, After that, then, finally, etc… Look at the features of recipes, show examples, children spot features.	Teach **imperative verbs**, **time conjunctions**, eg. Next, After that, then, finally, etc… Look at the features of recipes, show examples, children spot features.	**History**

WEEK 8	**Non fiction Recipe instructions** **Monday:** Cooking following a recipe **Tuesday:** write recipe instructions **Wed**: Complete and improve recipe instructions.		History