



## English Planning

### Year A Year 3/4

|                                    | Term 1  | Term 2 | Term 3  | Term 4 | Term 5  | Term 6 |
|------------------------------------|---|--------|---|--------|---|--------|
| Project Question                   | Which festival means the most?  |        | What is the value of a story?   |        | What can yesterday teach us about tomorrow?   |        |
| Text<br>fiction and non<br>fiction | The firework makers Daughter<br>The Miracle of the First Poinsettia- A Mexican<br>Christmas Story   |        | Greek Myth<br>Aesop's Fables<br>Alice in Wonderland<br>The Minotaur Poetry  |        | Viking folk tales/ Norse mythology<br>Dragonology<br>How to train your Dragon<br>Non-fiction texts<br>The boy who grew Dragons/The Fire within    |        |
| Reading Objectives                 |   |        |   |        |   |        |
|                                    | <p><b>Year 3 (ongoing through the year):</b> Through the use of whole class text: introduce skills of summarising (identifying main ideas drawn from more than one paragraph and summarising these), questioning (to improve understanding of the text), clarifying (checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context) and predicting (from details stated and implied) from texts read as a whole class.</p> <p>Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, non-fiction, poetry, plays, reference books; Reading books that are structured in different ways and reading for a range of purposes; using dictionaries to check meanings;</p> <p><b>Year 4:</b> Consolidate skills of summarising, questioning, clarifying and predicting as developed in year 3 with increasing independence and understanding.</p> |        | <p><b>Year 3:</b> Consolidate skills of summarising, questioning, clarifying and predicting as developed in Term 1 and 2 through the use of a whole class text.</p> <p>Increase familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture reader's interest and imagination. Recognise different forms of poetry (e.g. narrative, free verse)</p> <p>Participate in discussion about both books that are read to them and those they can read themselves, taking turns to listen to what others say.</p> <p><b>Year 4:</b> Build on skills above using more advanced texts.</p> |        | <p><b>Year 3:</b> Retrieve and record information from non-fiction.</p> <p><b>Year 4:</b> Build on skills in year 3 with more advanced texts.</p> |        |
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| <b>Writing Text Type</b>  | Writing a setting<br>Writing a letter from Lila to her father (narrative)   | Character writing<br>Factfile leaflet on Poinsettias (report writing)<br>Persuasive writing- firework display | Recount Alice in Wonderland<br>Write own imaginary world Alice in Wonderland style story   | Minotaur poetry-writing and performing (Michael Rosen)<br>Myth- write own myth (narrative) | Instructions- bread making<br>Explanation related to homes & functions.   |  |
| <b>Writing Objectives</b> |   |   |  |  |   |  |
| <b>Non- Fiction</b>       | <p><u>Report</u><br/>Content and Organisation:<br/>Layout features used such as headings, subheadings, paragraph breaks. Use diagram structure to make notes on content and use these to formulate paragraphs. Research information with support. (Year 3)<br/>Paragraph structure is clearly used to organise content more independently. Headings and subheadings used independently. (Year 4)<br/>Language Features:<br/>Statements are based on facts. Present tense is used consistently where appropriate. Can identify presentational devices such as heading, subheadings independently. Uses given Tier 2 and 3 vocabulary (Year 3).<br/>Text is consistently in present tense.<br/>Adjectives and adjectival phrases are used. Including a wider range of Tier 2 and 3 vocabulary (Year 4)</p> <p><u>Persuasion:</u><br/>Content and Organisation:<br/>Beginning to use model to consider how to evidence points with support.<br/>Chooses appropriate title.<br/>Including background detail or explanation to explain ideas with support. (year 3)<br/>Explains points clearly with use of appropriate evidence.<br/>Uses repetition for effect.<br/>With support, uses rhetorical questions.<br/>Can write appropriate introduction and conclusion to round off ideas. (Year 4)<br/>Language Features:<br/>Some co-ordinating and subordinating conjunctions used to structure ideas.<br/>Present tense verbs used appropriately.<br/>Some use of emotive language/strong adjectives.(Year 3)<br/>Appropriate formal/informal style used with support.</p> |   | <p><u>Recount:</u><br/>Content and Organisation:<br/>Beginning to use paragraphs to organise content.<br/>Events in chronological order using model to plan.<br/>Verbs and tenses consistent.<br/>Closing statement to finish. (Year 3)<br/>Clear introduction, explaining who, what when and where.<br/>Short notes used to plan ideas on a timeline model. (Year 4)<br/>Language Features:<br/>Some variety in sentence openers.<br/>Sequential conjunctions used (first, next, finally).<br/>Powerful adjective used with some support.<br/>Consistent use of first/third person. (Year 3)<br/>5Ws used.<br/>Powerful verbs and adverbs.<br/>Links between events clear. Key facts are summarised. (year 4)</p> |  | <p><u>Instructions:</u><br/>Content and Organisation:<br/>Use of model to plan structure of writing.<br/>Uses pictures or diagrams with clear labelling to explain process. (year 3)<br/>Sentences start with imperative verbs to write commands. (Year 4)<br/>Language Features:<br/>Second person verbs used (you, your).<br/>Formal language used for quantities/dimensions e.g. mm, g etc.<br/>Adjectives/adverbs used appropriately e.g. gradually mix in...carefully... (Year 3)<br/>Sequential conjunctions used.<br/>Adverbs used with variety for interest. (Year 4)</p> <p><u>Explanation:</u><br/>Content and Organisation:<br/>Chunking of paragraphs to organise information. Use of diagram where relevant. Opening general statement to define the process. Impersonal language and some use of tier 2 and 3 vocabulary. Beginning to write with audience and purpose in mind. (Y3)<br/>Clear, purposeful and cohesive paragraphs used to include initial ideas of cause and effect (use of writing frames to support?). Growing awareness of audience and purpose. (Y4)<br/>Language Features:<br/>Brackets used. Some formal, technical terminology.<br/>Sequential conjunctions e.g. when, then. Beginning to use some causal language e.g. because of.. due to.. (Y3)<br/>Some explanation given before the noun e.g 'a waste gas called CO2'. Complex sentences used. Paragraph breaks evident. (Y4)</p> <p><u>Report</u></p> |  |

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|                | <p>Uses rhetorical questions.<br/>'Are we expected to... This results in... and other formal language used appropriately. (Year 4)</p>  |   | <p>Content and Organisation:<br/>Layout features used such as headings, subheadings, paragraph breaks. Use diagram structure to make notes on content and use these to formulate paragraphs. Research information with support. (Year 3)<br/>Paragraph structure is clearly used to organise content more independently. Headings and subheadings used independently. (Year 4)<br/>Language Features:<br/>Statements are based on facts. Present tense is used consistently where appropriate. Can identify presentational devices such as heading, subheadings independently. Uses given Tier 2 and 3 vocabulary (Year 3).<br/>Text is consistently in present tense.<br/>Adjectives and adjectival phrases are used. Including a wider range of Tier 2 and 3 vocabulary (Year 4)</p>  |
| <b>Fiction</b> | <p><b>Writing a setting and Character Writing</b><br/><u>Generic text features:</u></p> <ul style="list-style-type: none"> <li>- Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep, dark woods...</li> <li>- Language choices help create realistic - sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul> <p><u>Grammatical features:</u><br/><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- <b>Paragraphs</b> are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</li> <li>- <b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</li> <li>- The use of <b>conjunctions e.g. before, after, while, so, because...</b> enables causation to be included in the narrative.</li> <li>- <b>Verbs and adverbs should be chosen for effect</b> e.g. shouted/ muttered instead of said; angrily/ quietly etc. to show rather than tell how characters feel and behave.</li> <li>- <b>Cohesion</b> can be created, and repetition avoided through the use of <b>nouns and pronouns</b> e.g. Sammy and John... they... the boys...</li> </ul> <p><b>Year 4</b></p> | <p><b>Story and Myth</b><br/><u>Generic text features:</u></p> <ul style="list-style-type: none"> <li>- Narratives and retellings are written in first or third person</li> <li>- Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>- Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>- Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep, dark woods...</li> <li>- Narratives use typical characters, settings and events whether imagined or real.</li> <li>- Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>- Language choices help create realistic - sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul> <p><u>Grammatical features:</u><br/><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- <b>Paragraphs</b> are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</li> <li>- <b>Adverbs</b> e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative.</li> </ul> | <p><b>Retelling of a Norse Mythology</b><br/><u>Generic text features:</u></p> <ul style="list-style-type: none"> <li>- Narratives and retellings are written in first or third person</li> <li>- Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>- Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>- Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep, dark woods...</li> <li>- Narratives use typical characters, settings and events whether imagined or real.</li> <li>- Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>- Language choices help create realistic - sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul> <p><u>Grammatical features:</u><br/><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- <b>Paragraphs</b> are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</li> <li>- <b>Adverbs</b> e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative.</li> </ul> |

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What have you done? They have forgotten me..</li> <li>- <b>Headings and subheadings</b> can be used to indicate sections in the narrative, e.g. Chapters1; How it all began; the story comes to a close... etc.</li> <li>- Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</li> <li>- <b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</li> <li>- The use of <b>conjunctions</b> e.g. <b>before, after, while, so, because...</b> enables causation to be included in the narrative.</li> <li>- <b>Verbs and adverbs should be chosen for effect</b> e.g. shouted/ muttered instead of said; angrily/ quietly etc. to show rather than tell how characters feel and behave.</li> <li>- <b>Cohesion</b> can be created, and repetition avoided through the use of <b>nouns and pronouns</b> e.g. Sammy and John... they... the boys...</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- <b>Standard English</b> forms of verb inflections are used instead of local spokenforms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'.</li> <li>- The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?)</li> <li>- <b>Fronted adverbials</b> can be used e.g. During the night..., In a distant field..., These should be punctuated using a comma.</li> <li>- The use of <b>adverbials</b> e.g. therefore, however creates <b>cohesion within and across paragraphs</b>.</li> <li>- <b>Paragraphs</b> are useful for organising the narrative into logical sections, e.g. paragraphs about the</li> </ul> | <ul style="list-style-type: none"> <li>- The use of <b>conjunctions</b> e.g. <b>before, after, while, so, because...</b> enables causation to be included in the narrative.</li> <li>- Using <b>prepositions</b> e.g. <b>before, after, during, in, because of...</b> enables the passage of time to be shown in the narrative to be moved on.</li> <li>- <b>Present perfect form</b> of verbs can be used within dialogue or a character's thoughts, e.g. what has happened to us? 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This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?)</li> <li>- <b>Fronted adverbials</b> can be used e.g. During the night..., In a distant field..., These should be punctuated using a comma.</li> <li>- The use of <b>adverbials</b> e.g. therefore, however creates <b>cohesion within and across paragraphs</b>.</li> <li>- <b>Paragraphs</b> are useful for organising the narrative into logical sections, e.g. paragraphs about the</li> </ul> |
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| <b>Planning and Preparation</b> | <ul style="list-style-type: none"> <li>- (Y3) Compose and rehearse sentences or parts of stories orally to check for sense.</li> <li>- Read/ Learn stories with actions that use the features required for the writing.</li> <li>- Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li> <li>- Use drama to deepen understanding of focus text.</li> <li>- Use 'boxing up' to understand the structure of a story.</li> <li>- Independently read successful examples of narrative writing and label/magpie effective features.</li> <li>- Co-construct success criteria for story writing based on original text and / or shared reading of other effective narrative texts.</li> <li>- Make plans that include a limited number of characters and describe a few key details that show something about their personalities.</li> <li>- Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc.</li> <li>- Make use of ideas from reading, e.g. using repetition to create an effect.</li> <li>- Try to show rather than tell, for example, show how a character feels by what they say or do.</li> <li>- Write narratives using their plans.</li> <li>- Reread completed narratives aloud, e.g. to a partner, small group.</li> <li>- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>- (Y4) Make plans that include key events, being sure that all events lead towards the ending.</li> <li>- (Y4) Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</li> </ul> |  |   |
| <b>SPAG/Spelling</b>            | <p><b>Y3 2021/22</b></p> <p><b>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</b></p> <p><b>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</b></p> <p><b>Apostrophes for contractions</b></p> <p><b>Strategies for learning words: Words from statutory and personal spelling lists</b></p> <p><b>Strategies at the point of writing: Have a go</b></p> <p><b>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</b></p> <p><b>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</b></p> <p><b>Prefixes 'mis-' and 're-'</b></p>  | <p><b>Y3 2021/22</b></p> <p><b>From Year 2: suffixes</b></p> <p><b>'-ness' and '-ful' following a Consonant</b></p> <p><b>Prefixes 'sub-' and 'tele-'</b></p> <p><b>apostrophe for contraction</b></p> <p><b>Strategies for learning words: words from statutory and personal spelling lists</b></p> <p><b>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</b></p> <p><b>Suffixes - less, ness, ful</b></p> <p><b>Elements from the previous half term that require practice</b></p> <p><b>Prefixes 'super-' and 'auto-'</b></p> | <p><b>Y3 2021/22</b></p> <p><b>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</b></p> <p><b>Suffix '-ly' with root words ending in 'le' and 'ic'</b></p> <p><b>Apostrophes for contractions</b></p> <p><b>Strategies for learning words: words from statutory and personal spelling lists</b></p> <p><b>Rare GPCs (/ɪ/ sound)</b></p> <p><b>From Years 1 and 2: vowel digraphs</b></p> <p><b>Strategies at the point of writing: Have a go</b></p> <p><b>Spellings learnt in the last half term</b></p> <p><b>The /ʌ/ sound spelt 'ou'</b></p> |

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|                        | <b>The /ɪ/ sound spelt 'y'</b><br><b>Proofreading</b><br><b>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</b>   | <b>Strategies at the point of writing:</b><br><b>homophones</b><br><b>Homophones</b><br><b>Words with the /k/ sound spelt 'ch' (Greek in origin)</b><br><b>Proofreading</b>           | <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</b><br><b>Aspects from this half term</b>   |
| <b>Punctuation</b>     | Use full stops, capital letters, ?, !, commas to separate items in a list consistently.<br>Use apostrophes for omission and possession.  | Use full stops, capital letters, ?, !, commas to separate items in a list consistently.<br>Use apostrophes for omission and possession.<br>Begin to use commas for fronted adverbials | Use full stops, capital letters, ?, !, commas to separate items in a list consistently.<br>Use apostrophes for omission and possession.<br>Proof read own work for punctuation with support.<br>Use commas for fronted adverbials.<br><b>Year 4</b> - proofread own work for all Year 3 punctuation independently. |
| <b>Grammar</b>         | Use expanded noun phrases.<br>Begin to use a greater range of subordinating conjunctions (WHITEBUS).<br>Begin to use a greater range of co-ordinating conjunctions (FANBOYS)<br><br><b>Year 4</b> Use subordinating conjunctions (WHITEBUS)/co-ordinating conjunctions (FANBOYS) consistently and independently. | Know and understand past/present simple/perfect and progressive tenses.<br><br>Know and use exclamations, statements, questions and commands.   | Know and use adverbials (TRaMP - Time, Reason, Manner, Place).<br><br><b>Year 4:</b> Know and use TRaMP adverbials consistently and independently.   |
| <b>Spoken Language</b> |  |   |  |

### Year B Year 3/4

|   | Term 1                                     | Term 2 | Term 3   | Term 4 | Term 5   | Term 6 |
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| <b>Project Question</b>                       | <b>What makes the Earth angry?</b>         |        | <b>Are all wars won on the battlefield?</b>  |        | <b>Are we all born equal?</b>  |        |
| <b>Text</b><br><b>fiction and non fiction</b> | Non-Fiction- Romans<br>Escape from Pompeii |        | Letter from the Lighthouse<br>The Lion and the Unicorn<br>Extracts from The Lion, the Witch and the Wardrobe-C.S.Lewis |        | Wonder<br>Young leaders award-Non-fiction books about leaders<br>Malala- Magic Paintbrush<br>Greta Thunberg-The school girl that went on strike to save the planet.<br>Malala Yousafzai- My story of standing up for girls rights' |        |

| Reading Objectives |  |  |  |  |   |  |
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| Writing Text Type  | Narrative -setting of Pompeii  | Report writing - why natural disasters occur<br>Explanation - What we can do to help the world | Letter home from evacuee<br>Poetry - Flanders Fields   | Recount - visit to Bomber Command<br>Instructions- rations | Persuasive  |  |
| Writing Objectives |  |  |  |  |   |  |
| Non- Fiction       | <p><b>Why natural disasters occur</b><br/><u>Report</u><br/>Content and Organisation:<br/>Layout features used such as headings, subheadings, paragraph breaks. Use diagram structure to make notes on content and use these to formulate paragraphs. Research information with support. (Year 3)<br/>Paragraph structure is clearly used to organise content more independently. Headings and subheadings used independently. (Year 4)<br/>Language Features:<br/>Statements are based on facts. Present tense is used consistently where appropriate. Can identify presentational devices such as heading, subheadings independently. Uses given Tier 2 and 3 vocabulary (Year 3).<br/>Text is consistently in present tense.<br/>Adjectives and adjectival phrases are used. Including a wider range of Tier 2 and 3 vocabulary (Year 4)</p> <p><b>What we can do to help the world</b><br/><u>Explanation:</u><br/>Content and Organisation:<br/>Chunking of paragraphs to organise information. Use of diagram where relevant. Opening general statement to define the process. Impersonal language and some use of tier 2 and 3 vocabulary. Beginning to write with audience and purpose in mind. (Y3)<br/>Clear, purposeful and cohesive paragraphs used to include initial ideas of cause and effect (use of writing frames to support?). Growing awareness of audience and purpose. (Y4)<br/>Language Features:</p> |  | <p><u>Recount:</u><br/>Content and Organisation:<br/>Beginning to use paragraphs to organise content.<br/>Events in chronological order using model to plan.<br/>Verbs and tenses consistent.<br/>Closing statement to finish. (Year 3)<br/>Clear introduction, explaining who, what when and where.<br/>Short notes used to plan ideas on a timeline model. (Year 4)<br/>Language Features:<br/>Some variety in sentence openers.<br/>Sequential conjunctions used (first, next, finally).<br/>Powerful adjective used with some support.<br/>Consistent use of first/third person. (Year 3)<br/>5Ws used.<br/>Powerful verbs and adverbs.<br/>Links between events clear. Key facts are summarised. (year 4)</p> <p><u>Instructions:</u><br/>Content and Organisation:<br/>Use of model to plan structure of writing.<br/>Uses pictures or diagrams with clear labelling to explain process. (year 3)<br/>Sentences start with imperative verbs to write commands. (Year 4)<br/>Language Features:<br/>Second person verbs used (you, your).<br/>Formal language used for quantities/dimensions e.g. mm, g etc.<br/>Adjectives/adverbs used appropriately e.g. gradually mix in...carefully... (Year 3)<br/>Sequential conjunctions used.<br/>Adverbs used with variety for interest. (Year 4)</p> |  | <p><u>Persuasion:</u><br/>Content and Organisation:<br/>Beginning to use model to consider how to evidence points with support.<br/>Chooses appropriate title.<br/>Including background detail or explanation to explain ideas with support. (year 3)<br/>Explains points clearly with use of appropriate evidence.<br/>Uses repetition for effect.<br/>With support, uses rhetorical questions.<br/>Can write appropriate introduction and conclusion to round off ideas. (Year 4)<br/>Language Features:<br/>Some co-ordinating and subordinating conjunctions used to structure ideas.<br/>Present tense verbs used appropriately.<br/>Some use of emotive language/strong adjectives.(Year 3)<br/>Appropriate formal/informal style used with support.<br/>Uses rhetorical questions.<br/>'Are we expected to...This results in... and other formal language used appropriately. (Year 4)</p> |  |

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|                | <p>Brackets used. Some formal, technical terminology. Sequential conjunctions e.g. when, then. Beginning to use some causal language e.g. because of.. due to.. (Y3)</p> <p>Some explanation given before the noun e.g 'a waste gas called CO2'. Complex sentences used. Paragraph breaks evident. (Y4)</p>   |   |  |
| <b>Fiction</b> | <p><b>Narrative -setting of Pompeii</b></p> <p><u>Generic text features:</u></p> <ul style="list-style-type: none"> <li>- Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep, dark woods...</li> <li>- Language choices help create realistic - sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul> <p><u>Grammatical features:</u></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- <b>Paragraphs</b> are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</li> <li>- <b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</li> <li>- The use of <b>conjunctions e.g. before, after, while, so, because...</b> enables causation to be included in the narrative.</li> <li>- <b>Verbs and adverbs should be chosen for effect</b> e.g. shouted/ muttered instead of said; angrily/ quietly etc. to show rather than tell how characters feel and behave.</li> <li>- <b>Cohesion</b> can be created, and repetition avoided through the use of <b>nouns and pronouns</b> e.g. Sammy and John... they... the boys...</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- <b>Standard English</b> forms of verb inflections are used instead of local spokenforms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'.</li> <li>- <b>Paragraphs</b> are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</li> </ul> | <p><b>Writing a Letter</b></p> <p><u>Generic text features:</u></p> <ul style="list-style-type: none"> <li>- Narratives and retellings are written in first or third person</li> <li>- Narratives and retellings are written in past tense, occasionally these are told in the present tense</li> <li>- Language choices help create realistic - sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul> <p><u>Grammatical features:</u></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- Using <b>prepositions e.g. before, after, during, in, because of...</b> enables the passage of time to be shown in the narrative to be moved on.</li> <li>- The use of <b>conjunctions e.g. before, after, while, so, because...</b> enables causation to be included in the narrative.</li> <li>- <b>Verbs and adverbs should be chosen for effect</b> e.g. shouted/ muttered instead of said; angrily/ quietly etc. to show rather than tell how characters feel and behave.</li> <li>- <b>Cohesion</b> can be created, and repetition avoided through the use of <b>nouns and pronouns</b> e.g. Sammy and John... they... the boys...</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- <b>Standard English</b> forms of verb inflections are used instead of local spokenforms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'.</li> <li>- <b>Fronted adverbials</b> can be used e.g. During the night..., In a distant field..., These should be punctuated using a comma.</li> <li>- The use of <b>adverbials</b> e.g. therefore, however creates <b>cohesion within and across paragraphs</b>.</li> <li>- <b>Paragraphs</b> are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or</li> </ul> |  |



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| <b>Planning and preparation</b> | <ul style="list-style-type: none"> <li>- (Y3) Compose and rehearse sentences or parts of stories orally to check for sense.</li> <li>- Read/ Learn stories with actions that use the features required for the writing.</li> <li>- Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li> <li>- Use drama to deepen understanding of focus text.</li> <li>- Use 'boxing up' to understand the structure of a story.</li> <li>- Independently read successful examples of narrative writing and label/magpie effective features.</li> <li>- Co-construct success criteria for story writing based on original text and / or shared reading of other effective narrative texts.</li> <li>- Make plans that include a limited number of characters and describe a few key details that show something about their personalities.</li> <li>- Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc.</li> <li>- Make use of ideas from reading, e.g. using repetition to create an effect.</li> <li>- Try to show rather than tell, for example, show how a character feels by what they say or do.</li> <li>- Write narratives using their plans.</li> <li>- Reread completed narratives aloud, e.g. to a partner, small group.</li> <li>- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>- (Y4) Make plans that include key events, being sure that all events lead towards the ending.</li> <li>- (Y4) Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</li> </ul> |   |  |
| <b>Spelling</b>                 | <b>Year 4 2022/23</b><br><b>Strategies at the point of writing: Have a go words from statutory spelling list</b><br><b>Words ending /ʒə/</b><br><b>From Year 2: possessive apostrophe with singular proper nouns</b><br><b>Homophones</b><br><i>(peace/piece, main/mane, fair/fare)</i><br><b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b><br><b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> Words with the /tʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'<br><b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>   | <b>Year 4 2022/23</b><br><b>The /g/ sound spelt 'gu'</b><br><b>Strategies for learning words: words from statutory and personal spelling lists</b><br><b>Words with endings sounding like /tʃə/ spelt '-ture'</b><br><b>Possessive apostrophe with plurals</b><br><b>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b><br><b>Error Analysis (teacher to do)</b><br><b>Prefixes 'anti-' and 'inter-'</b><br><b>Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b> | <b>Year 4 2022/23</b><br><b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b><br><b>Strategies for learning words: words from statutory and personal spelling lists</b><br><b>Strategies at the point of writing: Have a go</b><br><b>Endings that sound like /ʃən/ spelt 'sion'</b><br><b>Apostrophes for possession, including singular and plural</b><br><b>Homophones</b><br><b>Strategies for learning words: words from statutory list that need further learning</b><br><b>Suffix '-ous'</b><br><b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</b><br><b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b><br><b>Work covered this term</b> |

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| <b>Punctuation</b>     | Use full stops, capital letters, ?, !, commas to separate items in a list consistently.<br>Use apostrophes for omission and possession.  | Use full stops, capital letters, ?, !, commas to separate items in a list consistently.<br>Use apostrophes for omission and possession.<br>Begin to use commas for fronted adverbials | Use full stops, capital letters, ?, !, commas to separate items in a list consistently.<br>Use apostrophes for omission and possession.<br>Proof read own work for punctuation with support.<br>Use commas for fronted adverbials.<br><b>Year 4</b> - proofread own work for all Year 3 punctuation independently. |
| <b>Grammar</b>         | Use expanded noun phrases.<br>Begin to use a greater range of subordinating conjunctions (WHITEBUS).<br>Begin to use a greater range of co-ordinating conjunctions (FANBOYS)<br><br><b>Year 4</b> Use subordinating conjunctions (WHITEBUS)/co-ordinating conjunctions (FANBOYS) consistently and independently. | Know and understand past/present simple/perfect and progressive tenses.<br><br>Know and use exclamations, statements, questions and commands.   | Know and use adverbials (TRaMP - Time, Reason, Manner, Place).<br><br><b>Year 4:</b> Know and use TRaMP adverbials consistently and independently.   |
| <b>Spoken Language</b> |  |   |  |