



Y3/4 English Overview Cycle A 2023 – 2024

Year 3/4	Autumn Term		Spring Term		Summer Term	
Enrichment e.g. visit, visitor, author, poet etc.		Pantomime				
English Texts	The Lancashire Giant by Ross M Martin Tin Forest by Helen Ward	Firework Maker's Daughter by Phillip Pullman Until I met Dudley by Roger McGough	The Fib by George Layton – Balaclava Boy short story or Wallace and Grommit – Matter of Loaf or Death by Nick Park	Gulliver's Travels Jonathon Swift or The Dancing Bear by Michael Morpurgo	Mousehole Cat by Antonia Barber	The Spider and the Fly by Mary Hewitt
Genres	Folk Tale Recount - Biographies	Stories with fantasy settings Explanation text	Stories with Issues and Dilemmas Persuasion	Novel as a theme Non-Chronological reports	Stories with a theme Poems with a structure Information booklet	Classic poetry Mystery/adventure /fantasy story Explanation text
Key Learning Reading	Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-', 'pre-'. Listen to and discuss a range of fiction. Orally retell a range of stories, including less familiar folk tales Sequence and discuss the main events in stories. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and	Use prefixes to understand meanings e.g. in-, ir Regularly listen to whole novels read aloud by the teacher. Explore the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.	Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading. Explain the meaning of key vocabulary within the context of the text. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.	Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions,	Listen to, read and discuss a range of fiction in different forms e.g. folk tales Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text	Listen to and discuss a range of poetry e.g. classic poetry. Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Use knowledge of root words to understand meanings of words.

<p>poor. Identify and discuss conventions e.g. sentence repeated several times. Raise questions during the reading process to deepen understanding e.g. I wonder why the character. Listen to and discuss a range of biographies. Read a range of biographies. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Raise questions during the reading process to deepen understanding. Justify responses to the text using the PE prompt (Point + Evidence). Record information from non-fiction. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Navigate texts in print and on screen.</p>	<p>Use dictionaries to check meanings of words in the texts that they read. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. Listen to, read and discuss a range of explanation texts. Orally retell an explanation. Analyse and evaluate texts looking at language, structure and presentation. Analyse and evaluate how specific information is</p>	<p>Use dictionaries to check meanings of words in the texts that they read. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarising these e.g. character is evil because 1/2/3 reasons. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Use suffixes to understand meanings,</p>	<p>finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Orally retell a range of stories. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. Listen to, read and discuss a range of non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts. Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Scan for dates, numbers and names. Identify main ideas</p>	<p>using point and evidence. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Develop, agree on and evaluate rules for effective discussion. Use prefixes to understand meanings e.g. sub-, inter- super-, anti-, auto-. Explain the meaning of key vocabulary within the context of the text. Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Scan for dates, numbers and names. Identify main ideas drawn from more than one paragraph and summarise these. e.g. Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. Analyse and evaluate texts looking at language, structure and</p>	<p>Explain the meaning of unfamiliar words by using the context. Discuss their understanding of the text. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Use knowledge of root words to understand meanings of words. Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. Justify responses to the text using the PE prompt (Point + Evidence). Analyse and evaluate texts looking at language, structure and presentation. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.</p>
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		organised within an explanation text. Explain how paragraphs are used to order an explanation text.	e.g. -tion, -sion. Listen to, read and discuss a range of persuasion in different forms e.g. advertisements, leaflets in print and on screen. Justify responses to the text using the PE prompt (Point and Evidence). Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. Analyse and evaluate how specific information is organised within a persuasive text. Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.	drawn from more than one paragraph and summarise these e.g. Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams	presentation and how these contribute to meaning. Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Explain how paragraphs are used to order or build-up ideas, and how they are linked.	
Key Learning Writing	Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Use different sentence structures e.g. prepositions to create sentences Use inverted commas to punctuate direct speech (speech marks). Improvise, create and write dialogue.	Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. Use nouns for precision, e.g. burglar rather than man;	Create complex sentences with adverb starters e.g. 'Silently trudging through the snow, Sam made his way up the mountain.' Use inverted commas and other punctuation to indicate direct speech e.g. 'The tour guide announced, "Be back here at four o' clock.'" Read and analyse narrative in order to plan and write their own versions.	Use nouns for precision. Explore, identify, collect and use noun phrases. Identify, select and effectively use pronouns. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of I were; I was instead of I did instead of I done. Improvise and compose dialogue, demonstrating their	Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. Create sentences with fronted	Use further suffixes _ly, _ous, and understand how to add them. Read and analyse poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for

	<p>Read and analyse narrative in order to plan and write their own versions. Discuss and record ideas for planning e.g. chunk a plot Create and develop plots based on a model.</p> <p>Discuss and propose changes with partners and in small groups. Use appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, after, before</p> <p>Use different sentence structures e.g. conjunctions to create complex sentences.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. boxing up. Group related material into paragraphs.</p> <p>Use headings and sub headings to organise information</p>	<p>bungalow rather than house.</p> <p>Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.</p> <p>Read and analyse narrative.</p> <p>Discuss and record ideas for planning e.g. storyboard, boxing-up text types to create a plan.</p> <p>Organise paragraphs in narrative and non-narrative.</p> <p>Link ideas within paragraphs.</p> <p>Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, appropriate to text type.</p> <p>Proofread to check for errors in grammar (fronted adverbials for when with comma; noun phrases)</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show time - when, later, after, after that, before, meanwhile, first of all, following</p>	<p>Discuss and record ideas for planning e.g. story mountain.</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph which combines the introduction of a setting and character/s</p> <p>Use paragraphs to organise writing in fiction texts.</p> <p>Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</p> <p>Read and analyse persuasive texts in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction – persuasive texts. Discuss and record ideas for planning e.g. boxing-up text types to create a plan.</p> <p>Generate and select from vocabulary banks e.g. persuasive phrases, alliteration appropriate</p>	<p>understanding of Standard and non-Standard English.</p> <p>Create sentences with fronted adverbials for ‘when’ and ‘where’</p> <p>Read and analyse narrative in order to plan and write own version.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative</p> <p>Discuss and record ideas for planning e.g. story board, boxing-up text types to create a plan.</p> <p>Develop settings and characterisation using vocabulary to create atmosphere. Plan and write an opening paragraph which combines the introduction of a setting and character/s.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p> <p>Generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases.</p> <p>Identify, select and use determiners e.g. a, the, this, that, these, those, some, many, every.</p>	<p>adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home... Use apostrophes for singular and plural possession e.g. the dog’s bone and the dogs’ bones.</p> <p>Use different sentence structures.</p> <p>Read and analyse narrative in order to plan their own versions. Discuss and record ideas for planning e.g. boxing-up text types to create a plan.</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases and alliteration.</p> <p>Use commas to mark clauses in complex sentences. Identify, select and use determiners e.g.</p>	<p>said appropriate to text type.</p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).</p> <p>Read and analyse non-fiction in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. boxing up. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language appropriate to text type.</p> <p>Group related material into paragraphs.</p>
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		<p>this, eventually, next (recap and extend from Y3 Key Learning). Explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show cause and effect – because, if, therefore, as a result, this causes, which causes, consequently. Use commas to mark clauses in complex sentences. Generate and select from vocabulary banks e.g. subordinating conjunctions to show time; subordinating conjunctions to show cause and effect; technical language appropriate to explanations.</p>	<p>to persuasion. Discuss and propose changes to own and others’ writing with partners/small groups. Improve writing in light of evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences</p>	<p>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done. Read and analyse non-fiction in order to plan and write their own. Discuss and record ideas for planning e.g. boxing-up text types to create a plan. Use paragraphs to organise writing in non-fiction texts. Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. Generate and select from vocabulary banks e.g. technical language.</p>	<p>quantifiers such as: some, any, no, many, much, every, and demonstratives such as: this/that; these/those. Read and analyse non-fiction in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. Discuss and record ideas for planning e.g. boxing-up text types to create a plan. Use paragraphs to organise writing in non-fiction texts.</p>	
Unit 1 Independent Outcome	<p>Purpose – to write an innovated folk tale (independent) Audience – to share with Year 2</p>	<p>Purpose – to write an innovated narrative based on a plot inspired by a novel. (independent) Audience – children who enjoy fantasy stories</p>	<p>Purpose – to create an innovated narrative for a TV producer (independent) Audience – Nick Park (Aardman Animations)</p>	<p>Purpose – innovated narrative (independent) Audience – share with parallel classes</p>	<p>Purpose – write an innovated version of the text eg next instalment of the series (independent) Audience – class book in reading area</p>	<p>Purpose: A narrative story based on the poem with innovated characters – sequel (independent). Audience: A new 20th Edition story book for Tony Diterlizzi</p>
Unit 2 Independent Outcome	<p>Purpose – create the next biography for ‘Little People, Big Dreams’ series Audience – to share with children who buy happy meals in</p>	<p>Purpose – to provide a written explanation for a process Audience –Nick Park (Aardman Animations)</p>	<p>Purpose – to persuade people to buy a product in the style of ‘shouty man’ (Horrible Histories) independent Audience – people who are interested in the</p>	<p>Purpose – to inform by creating a non-chronological report for a non-fiction book based on an area of interest (independent)</p>	<p>Purpose – to create an information text based on people who have faces adversity to be shared through a school assembly (independent).</p>	<p>Purpose – to explain a scientific process by creating an oral presentation for YouTube (independent)</p>

	MacDonalds (spoken outcome – voiceover)		product (send advert to product)	Audience – people who want to find out more about the selected area	Audience – whole school assembly.	Audience – children/adults who want to find out more.
<p>Guided Reading</p> <p>We will be using the Badger Learning guided reading scheme.</p>	<p style="text-align: center;"><u>Year 3</u></p> <p>The children will be at very different stages of reading so they will be in small groups working on books appropriate for their reading stage and age group.</p> <p style="text-align: center;">Texts will include:</p> <p style="text-align: center;">Superdad’s Day Off by Phil Earle Bilal’s Brilliant Bee by Michael Rosen The Secret Railway by Wendy Meddour Zoo Boy by Sophie Thompson The Invincibles: The Piglet Pickle by Caryl Hart The Monsters of Shiversands Cove by Emma Fischel</p> <p style="text-align: center;"><u>Year 4</u></p> <p style="text-align: center;">Guided reading will be whole group sessions. Age appropriate texts will include:</p> <p style="text-align: center;">Iron Man by Ted Hughes Charlie and the Chocolate Factory by Roald Dahl Olga da Polga by Michael Bond Operation Gadgetman! by Malorie Blackman</p>					
<p>Possible Class reads over the year</p>	<p style="text-align: center;"><u>One of the following classic texts:</u></p> <p style="text-align: center;">Stig of the Dump – Clive King King Kong – Anthony Browne The Lion, The witch and The Wardrobe - C S Lewis</p>	<p style="text-align: center;"><u>One of the following modern texts:</u></p> <p style="text-align: center;">The Sleeping Sword – Michael Morpurgo Secret World of Polly Flint – Helen Cresswell The True Story of the Three Little Pigs – Jon Scieszka The World According to Humphrey – Betty Birney</p>	<p style="text-align: center;"><u>One of the following diverse texts:</u></p> <p style="text-align: center;">The Children of Lir - Retold by Dawn Casey Wanted: Janosik - Andrew Matthews Amina’s Blanket - Helen Dunmore Christophe’s Story - Nicky Cornwall</p>			



Y3/4 English Overview Cycle B 2024 – 2025

Year 3/4	Autumn Term		Spring Term		Summer Term	
Enrichment e.g. visit, visitor, author, poet etc.		Stannah Country Park as a stimulus for English				
English texts	Aesop's Fables	The Treasure of the Loch Ness Monster by Lari Don The song of the Loch Ness monster by Edwin Morgan	Pied Piper of Hamelin	Stig of the Dump by Clive King	Iron Man by Ted Hughes	1001 Dalmatians by Dodi Smith
Genres	Fables based on a structure Poems with a structure Persuasive letter	Information Text Infographic Narrative adventure	Fairy Tales Classic Poetry Newspapers	Stories on a theme Poems on a theme Discussion texts	Novel as a theme Recounts - diaries	Novel as a theme Information text
Key Learning Reading	Use prefixes to understand meanings e.g. un-, dis-, mis-, re- pre-. Take note of punctuation, when reading aloud. Discuss their understanding of the text. Make predictions based on details stated. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways	Listen to, read and discuss a fairy tale. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts they read. Identify and discuss effective words and phrases which capture the reader's interest and imagination. Orally retell a fairy story. Make predictions based	Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Raise questions during the reading process to deepen understanding e.g. I wonder why she... Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Use point and evidence to structure and justify	Explain the meaning of unfamiliar words by using the context. Use knowledge of root words to understand meanings of words. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Use dictionaries to check meanings of words they have read. Raise questions during the reading process to	Listen to and discuss a range of fiction. Explain the meaning of unfamiliar words by using the context. Use knowledge of root words to understand meanings of words. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Use dictionaries to check meanings of words they have read.

	<p>Orally retell a range of fables. Identify and discuss themes e.g. weak and strong, wise and foolish.</p> <p>Listen to and discuss a range of letters including persuasive letters.</p> <p>Read a range of letters including persuasive letters.</p> <p>Analyse and evaluate letters by looking at language, structure and presentation. Evaluate how specific information is organised within a persuasive letter.</p>	<p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p> <p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</p> <p>Analyse and evaluate how specific</p>	<p>on information stated and implied.</p> <p>Justify responses to the text using PE prompt (point + evidence).</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust</p>	<p>responses. Sequence and discuss the main events in stories.</p> <p>Read discussion texts. Explain the meaning of unfamiliar words by using the context.</p> <p>Discuss their understanding of the text.</p> <p>Use point and evidence to structure and justify responses.</p> <p>Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. discussion texts.</p> <p>Evaluate how specific information is organised within a discussion text.</p>	<p>deepen understanding e.g. I wonder why the character ... Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</p> <p>Use point and evidence to structure and justify responses. Sequence and discuss the main events in stories.</p> <p>Listen to and discuss a range of diaries.</p> <p>Read a range of recounts: diaries.</p> <p>Discuss their understanding of the text.</p> <p>Make predictions based on details stated.</p> <p>Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination. Analyse and evaluate texts looking at language, structure and presentation e.g. diaries</p>	<p>Raise questions during the reading process to deepen understanding e.g. I wonder why the character ...</p> <p>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</p> <p>Use point and evidence to structure and justify responses. Sequence and discuss the main events in stories.</p> <p>Listen to and discuss a range of diaries.</p> <p>Read a range of recounts: diaries.</p> <p>Discuss their understanding of the text.</p> <p>Make predictions based on details stated.</p> <p>Use point and evidence to structure and justify responses. Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p>
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		<p>information is organised within a nonfiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p>				
Key Learning Writing	<p>Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.</p> <p>Use different sentence structures e.g. adverbs within sentences.</p> <p>Read and analyse fables in order to plan and write their own versions.</p> <p>Create and develop characters for a fable.</p> <p>Discuss and record ideas for planning e.g. story map or chunk a plot.</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs - appropriate to text type.</p>	<p>Use commas to mark clauses in complex sentences (using Y3 skill – using a range of conjunctions)</p> <p>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction (magazines)</p> <p>Group related material into paragraphs.</p> <p>Use paragraphs to organise writing in non-fiction texts.</p> <p>Use headings and sub-headings to organise information.</p> <p>Use organisational devices in non-fiction writing, e.g. captions,</p>	<p>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Use inverted commas to indicate direct speech e.g. The tour guide announced, “Be back here at four o’ clock.”</p> <p>Read and analyse a fairy tale in order to plan and write their own versions.</p> <p>Discuss and record ideas for planning e.g. chunk a plot. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative.</p> <p>Plan and write an opening paragraph</p>	<p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. when, before, after, until. Identify clauses in sentences. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. After Barney arrived at the dump, he looked around for Stig.</p> <p>Read and analyse narrative in order to plan and write their own versions.</p> <p>Create and develop plots based on a model.</p> <p>Create and develop settings for narrative.</p>	<p>Select, generate and effectively use adverbs e.g. silently, soon, next</p> <p>Explore, identify and create sentences using a range of conjunctions e.g. since, until, before, as.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Use inverted commas to punctuate direct speech (speech marks)</p> <p>Read and analyse narrative in order to plan and write own version.</p> <p>Identify and discuss the language and structures of narrative for writing.</p> <p>Create and develop settings for narratives.</p> <p>Create and develop characters for narrative.</p> <p>Create and develop plots based on a model.</p> <p>Generate and select</p>	<p>Select, generate and effectively use adverbs e.g. silently, soon, next</p> <p>Explore, identify and create sentences using a range of conjunctions e.g. since, until, before, as.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Use inverted commas to punctuate direct speech (speech marks)</p> <p>Read and analyse narrative in order to plan and write own version.</p> <p>Identify and discuss the language and structures of narrative for writing.</p> <p>Create and develop settings for narratives.</p> <p>Create and develop characters for narrative.</p> <p>Create and develop plots based on a model.</p> <p>Generate and select</p>

	<p>Group related material into paragraphs. Proofread to check for errors in grammar (determiners a/an and adverbs) in own and others' writing</p> <p>Use present perfect form of verbs using have and had to indicate a completed action e.g. Year Three have researched different foods which are healthy.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, so, although. Explore and identify main and subordinate clauses in complex sentences.</p> <p>Read and analyse letters in order to plan and write their own. Identify and discuss the purpose, audience, structure, vocabulary and grammar of persuasive letters.</p> <p>Discuss and record ideas for planning e.g. boxing up</p>	<p>text boxes. Proofread to check for errors in spelling, grammar and punctuation. Improve writing in light of evaluation.</p>	<p>which combines setting and character. Improvise and compose dialogue. Link ideas across paragraphs using fronted adverbials.</p>	<p>Identify clauses in sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, although.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Read and analyse discussion texts in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of discussion texts for writing. Discuss and record ideas for planning e.g. boxing up</p> <p>Generate and select from vocabulary banks e.g. technical language, appropriate to discussion texts. Group related material into paragraphs.</p>	<p>from vocabulary banks e.g. noun phrases, powerful verbs, appropriate to text type.</p> <p>Group related material into paragraphs.</p>	<p>from vocabulary banks e.g. noun phrases, powerful verbs, appropriate to text type.</p> <p>Group related material into paragraphs.</p> <p>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Read and analyse diaries in order to plan and write own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of diaries for writing.</p> <p>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Read and analyse diaries in order to plan and write own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of diaries for writing.</p>
<p>Unit 1 Independent Outcome</p>	<p>Purpose – create own fable based on a structure for the next in the series of Aesop's fables (independent)</p> <p>Audience – to share with Year 1 children</p>	<p>Purpose – to create an Information text/ article and an infographic for a children's magazine (independent)</p> <p>Audience – Children who buy the magazine</p>	<p>Purpose – to write an independent innovated version of the Pied Piper (different animal and character)</p> <p>Audience – to share with parallel classes</p>	<p>Purpose - to write a narrative based on a story (independent)</p> <p>Audience - Publish story in a class book of stories and placed on display in class.</p>	<p>Purpose - Story written from a different viewpoint to be used as a stimulus for a new cartoon series.</p> <p>Audience - Sky TV producers.</p>	<p>Purpose – to write an innovated version of the story for Disney.</p> <p>Audience – children who enjoyed 101 Dalmatians.</p>

		or interest in the Loch Ness Monster				
Unit 2 Independent Outcome	Purpose – to inform/persuade parents about the importance of eating healthily (independent) Audience - parents	Purpose – create a story based on a plot pattern linked to the Loch Ness Monster theme Audience – share with the local council	Purpose – to inform viewers of an event on Newsround (based on their innovated story) Audience - viewers of Newsround	Purpose - Poem learned by heart for performance and create a poem linked to theme with a structure. Audience - Children to present poems for the school website.	Purpose - Diary in role as a character (independent) Audience - Publisher would like inserts of diaries for a new edition of The Iron Man.	Purpose – to inform people about different breeds of dogs for the DK Find Out web page Audience – for anyone with an interest with dogs
Guided Reading We will be using the Badger Learning guided reading scheme.	<p>Year 3</p> <p>The children will be at very different stages of reading so they will be in small groups working on books appropriate for their reading stage and age group.</p> <p>Texts will include:</p> <p>Superdad’s Day Off by Phil Earle Bilal’s Brilliant Bee by Michael Rosen The Secret Railway by Wendy Meddour Zoo Boy by Sophie Thompson The Invincibles: The Piglet Pickle by Caryl Hart The Monsters of Shiversands Cove by Emma Fischel</p> <p>Year 4</p> <p>Guided reading will be whole group sessions. Age appropriate texts will include:</p> <p>Iron Man by Ted Hughes Charlie and the Chocolate Factory by Roald Dahl Olga da Polga by Michael Bond Operation Gadgetman! by Malorie Blackman</p>					
Possible Class reads over the year	One of the following classic texts: Iron Man - Ted Hughes Swallows and Amazons – Arthur Ransome Charlotte’s Webb – EB White	One of the following modern texts: The Invisible Dog – Dick King-Smith Ice Palace – Robert Swindells The Way to Sattin Shore – Phillipa Pearce Varjak Paw – SF Said		One of the following diverse texts: Rickshaw Girl - Matali Perkins Gregory Cool – Caroline Binch Four Feet, Two Sandals -Karen Lynn Williams Amazing Grace - Mary Hoffman		