

## Year 3/4 English Long-Term Plan: 2020-2021

|  | Reading: decoding  | Reading: comprehension   | Writing: transcription   | Writing: grammar, vocabulary and punctuation  | Writing: composition   | Assessment reading/writing   |
|--|--|--|--|---|--|--|
| <b>Autumn 1</b><br><b>Topic:</b><br>Invaders!<br><br><b>Fiction:</b><br>Folk Tales: <i>The Firebird</i><br><br><i>Baba Yaga Firebird</i> – Saviour Pirotta<br><br><b>Nonfiction:</b><br>Discussion and Debate: <i>Were Saxon Times Really the 'Dark Ages'?</i><br><br><b>Class Novel:</b><br><i>The Train to Impossible Places</i> – P.G. Bell | <p><b>AF1:</b> Use a range of strategies including accurate decoding of text to read for meaning.</p> <p><b>Individual Reading:</b><br/>1-1 reading 3x a week in school.</p> <p><b>Guided Reading:</b><br/>Weekly group-based activities.</p> <p><b>Shared Reading:</b><br/>Folk tales (<i>Baba Yaga</i> and the <i>Firebird</i>), and modelled discussion texts. A range of other texts introduced through the Creative Curriculum.</p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Take part in a class debate.</p> | <p>Using the class novel and texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p><b>AF2:</b> Understand, describe, select or retrieve information, events or ideas from text.</p> <p><b>AF3:</b> Deduce, infer or interpret information, ideas or events from text.</p> <p><b>AF4:</b> Identify and comment on the structure and organisation of texts.</p> <p><b>AF5:</b> Explain and comment on writers' use of language.</p> <p><b>AF6:</b> Identify and comment on writers' purposes and viewpoints and the effect of the text.</p> <p><b>AF7:</b> Relate texts to their social, cultural and historical traditions.</p> <p><b>Discussion:</b> Participate in discussions on texts read, describe ideas and justify opinions.</p> | <p><b>Handwriting:</b><br/>Handwriting practice 3x a week to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on:<br/> *Reviewing correct seating position and pencil grip for writing.<br/> *Reviewing correct upper and lower case letter formation.<br/> *Using correct diagonal and horizontal strokes to join letters.</p> <p><b>Spelling:</b><br/>Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Key Stage 1 word revision, Year 3 or Year 4 focus statutory words. Spelling patterns: homophones; prefixes un-, dis-, mis-, re-; words ending -sure and -ture.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p> | <p><b>Vocabulary:</b><br/> *Vocabulary Ninja: Word of the Day.<br/> *Introduce vocabulary relevant to Invaders topic/science unit; words taken from class novel; words relevant to genre focus and grammar objectives.</p> <p><b>Sentence structure:</b><br/> *Recognise and use nouns, verbs, adjectives and adverbs.<br/> *Recognise and use prepositions and conjunctions.<br/> *Recognise proper nouns and use capital letters appropriately.<br/> *Use a wider range of subordinating conjunctions.</p> <p><b>Punctuation:</b><br/> *Use full stops, capital letters, exclamation marks and question marks correctly and consistently.<br/> *Use apostrophes for omission and singular/plural possession.<br/> *Use inverted commas for direct speech.</p> | <p><b>Fiction: Folk Tales</b><br/> Write a character description using expanded noun phrases, similes and alliteration. Recreate a scene from <i>The Firebird</i>.</p> <p><b>Non Fiction: Discussion and Debate</b><br/> Research, identify and write key arguments for and against a question in a discussion text. Prepare arguments for, and take part in, a debate.</p> <p><b>Text structure and organization:</b><br/> *Organise ideas into sections and use paragraphs.<br/> *Structure a text appropriately for the genre.</p> <p><b>Composition and effect:</b><br/> *Plan writing by discussing and recording ideas.<br/> *Use appropriate writing features for the task.<br/> *Use expanded noun phrases and extend them using prepositional phrases.<br/> *Recognise and use similes and alliteration.<br/> *Create and describe settings and characters.<br/> *Evaluate, edit and proofread texts.</p> | <p><b>Writing Assessments:</b><br/> Initial composition at start of term<br/> Character description<br/> Folk tale scene<br/> Discussion text</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b><br/> Weekly spelling tests<br/> Half termly grammar and punctuation assessment</p> <p><b>Reading Assessments:</b><br/> Daily reading<br/> Guided reading<br/> Half termly comprehension assessment</p> <p><b>Spoken Language Assessments:</b><br/> Reading own writing aloud to group/class<br/> Class debate</p> |



|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| <p><b>Autumn 2</b></p> <p><b>Topic:</b><br/>Invaders!</p> <p><b>Fiction:</b><br/>Play Scripts: <i>The Best Christmas Present in the World</i></p> <p><i>The Best Christmas Present in the World</i> – Michael Morpurgo<br/><i>War Game</i> – Michael Forman</p> <p><b>Nonfiction:</b><br/>Recounts: <i>The Viking Invasion of Lindisfarne</i></p> <p><b>Class Novel:</b><br/><i>Evie and the Animals</i> – Matt Haig</p> | <p><b>AF1:</b> Use a range of strategies including accurate decoding of text to read for meaning.</p> <p><b>Individual Reading:</b><br/>1-1 reading 3x a week in school.</p> <p><b>Guided Reading:</b><br/>Weekly group-based activities.</p> <p><b>Shared Reading:</b> Play Scripts, <i>The Best Christmas Present in the World</i>, extracts from <i>War Game</i>; historical texts and modelled recounts. A range of other texts introduced through the Creative Curriculum.</p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Take part in a class performance of a play.</p> | <p>Using the class novel and texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p><b>AF2:</b> Understand, describe, select or retrieve information, events or ideas from text.</p> <p><b>AF3:</b> Deduce, infer or interpret information, ideas or events from text.</p> <p><b>AF4:</b> Identify and comment on the structure and organisation of texts.</p> <p><b>AF5:</b> Explain and comment on writers' use of language.</p> <p><b>AF6:</b> Identify and comment on writers' purposes and viewpoints and the effect of the text.</p> <p><b>AF7:</b> Relate texts to their social, cultural and historical traditions.</p> <p><b>Discussion:</b> Participate in discussions on texts read, describe ideas and justify opinions.</p> | <p><b>Handwriting:</b><br/>Handwriting practice 3x a week to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on:<br/>*Correct upper and lower case letter formation.<br/>*Using correct diagonal and horizontal strokes to join letters.</p> <p><b>Spelling:</b><br/>Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Key Stage 1 word revision, Year 3 or Year 4 focus statutory words.<br/>Spelling patterns: adding -er, -est, -ly; prefixes in-, il-, im-, ir-.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p> | <p><b>Vocabulary:</b><br/>*Vocabulary Ninja: Word of the Day.<br/>*Introduce vocabulary relevant to Invaders topic/science unit; words taken from class novel; words relevant to genre focus and grammar objectives.</p> <p><b>Sentence structure:</b><br/>*Recognise proper nouns and use capital letters appropriately.<br/>*Recognise and use pronouns.<br/>*Use a wider range of subordinating conjunctions.<br/>*Express time, place and cause using conjunctions, adverbs and prepositions.<br/>*Use the determiners 'a' and 'an' correctly.<br/>*Recognise and use different verb tenses correctly.<br/>*Identify main and subordinate clauses.<br/>*Begin to use fronted adverbials.</p> <p><b>Punctuation:</b><br/>*Use full stops, capital letters, exclamation marks and question marks correctly and consistently.<br/>*Use apostrophes for omission and singular/plural possession.<br/>*Use a comma after a fronted adverbial.</p> | <p><b>Fiction: Play Scripts</b><br/>Write stage directions. Convert a text into a play script. Write a scene for a play script.</p> <p><b>Non Fiction: Recounts</b><br/>Research and write a historical recount of the Viking invasion of Lindisfarne.</p> <p><b>Text structure and organization:</b><br/>*Organise ideas into sections and use paragraphs.<br/>*Structure a text appropriately for the genre.<br/>*Use simple devices to structure a text: headings and sub-headings; conventions for play script layout.<br/>*Choose nouns and pronouns within and across sentences.</p> <p><b>Composition and effect:</b><br/>*Plan writing by discussing and recording ideas.<br/>*Use appropriate writing features for the task.<br/>*Write interesting introductions and conclusions for recounts.<br/>*Choose appropriate and powerful verbs for variety and impact.<br/>*Evaluate, edit and proofread texts.</p> | <p><b>Writing Assessments:</b><br/>Scene play script<br/>Historical recount</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b><br/>Weekly spelling tests<br/>Half termly grammar and punctuation assessment</p> <p><b>Reading Assessments:</b><br/>Daily reading<br/>Guided reading<br/>Half termly comprehension assessment</p> <p><b>Spoken Language Assessment:</b><br/>Reading own writing aloud to group/class<br/>Class play performance</p> |
|--|--|--|---|--|--|--|



A Small School with a BIG Heart

Ellingham C of E  
Primary School

|  |   |  |   |  |  |  |
|--|---|--|---|--|--|--|
| <p><b>Spring 1</b></p> <p><b>Topic:</b><br/>Remarkable<br/>Rainforests</p> <p><b>Fiction:</b><br/>Poetry: Nature<br/>poetry</p> <p><i>The Lost Words</i> -<br/>Robert Macfarlane</p> <p><b>Nonfiction:</b><br/>Biography and<br/>Autobiography: Roald<br/>Dahl and notable<br/>women from history</p> <p>Extracts from <i>Boy</i> -<br/>Roald Dahl</p> <p><i>Fantastically Great<br/>Women Who<br/>Changed the World/</i><br/><i>Fantastically Great<br/>Women Who Made<br/>History</i> - Kate<br/>Pankhurst</p> <p><b>Class Novel:</b><br/><i>Mr Stink</i> - David<br/>Walliams</p> | <p><b>AF1:</b> Use a range of<br/>strategies including<br/>accurate decoding of<br/>text to read for<br/>meaning.</p> <p><b>Individual Reading:</b><br/>1-1 reading 3x a week<br/>in school.</p> <p><b>Guided Reading:</b><br/>Weekly group-based<br/>activities.</p> <p><b>Shared Reading:</b> A<br/>variety of poems;<br/>poems from <i>The Lost<br/>Words</i>; extracts<br/>from <i>Boy</i> and<br/><i>Fantastically Great<br/>Women</i>; modelled<br/>biographies and<br/>autobiographies. A<br/>range of other texts<br/>introduced through<br/>the Creative<br/>Curriculum.</p> <p><b>Reading aloud/<br/>Performance:</b> Read<br/>own writing aloud to a<br/>partner, group or the<br/>whole class.<br/>Read aloud and<br/>perform a variety of<br/>poems, including<br/>taking part in a<br/>poetry assembly.<br/>Filmed vlog of<br/>autobiography.</p> | <p>Using the class novel and<br/>texts met in Guided and<br/>Shared Reading relating<br/>to the topic and genre to<br/>focus on:</p> <p><b>AF2:</b> Understand,<br/>describe, select or<br/>retrieve information,<br/>events or ideas from text.</p> <p><b>AF3:</b> Deduce, infer or<br/>interpret information,<br/>ideas or events from text.</p> <p><b>AF4:</b> Identify and<br/>comment on the structure<br/>and organisation of texts.</p> <p><b>AF5:</b> Explain and comment<br/>on writers' use of language.</p> <p><b>AF6:</b> Identify and<br/>comment on writers'<br/>purposes and viewpoints<br/>and the effect of the<br/>text.</p> <p><b>AF7:</b> Relate texts to their<br/>social, cultural and<br/>historical traditions.</p> <p><b>Discussion:</b> Participate in<br/>discussions on texts read,<br/>describe ideas and justify<br/>opinions.</p> | <p><b>Handwriting:</b><br/>Handwriting practice 3x a<br/>week to develop fluent, neat,<br/>joined and legible writing<br/>across the curriculum and<br/>appropriate to the task.<br/>Focus on:<br/>*Using correct diagonal and<br/>horizontal strokes to join<br/>letters.<br/>*Using joined writing<br/>throughout independent<br/>writing.<br/>*Improving the legibility,<br/>fluency, quality and<br/>consistency of writing.<br/>*Building stamina for writing.</p> <p><b>Spelling:</b><br/>Weekly spellings following<br/>Earth Works' spelling<br/>programme based on<br/>National Curriculum<br/>requirements, including<br/>spelling patterns and<br/>statutory word lists.<br/>Groups working on Year 3 or<br/>Year 4 focus statutory<br/>words.<br/>Spelling patterns: adding -ing<br/>and -ed to verbs; more<br/>homophones; prefixes tele-<br/>and sub-.</p> <p>Dictation of sentences for<br/>handwriting and spelling to<br/>increase retention of<br/>spellings; fluency and speed<br/>of writing.</p> | <p><b>Vocabulary:</b><br/>*Vocabulary Ninja: Word of the<br/>Day.<br/>*Introduce vocabulary relevant<br/>to Rainforest topic/science unit;<br/>words taken from class novel;<br/>words relevant to genre focus<br/>and grammar objectives.</p> <p><b>Sentence structure:</b><br/>*Use a wider range of<br/>subordinating conjunctions.<br/>*Express time, place and cause<br/>using conjunctions, adverbs and<br/>prepositions.<br/>*Recognise and use different<br/>verb tenses correctly, including<br/>the present perfect tense.<br/>*Identify main and subordinate<br/>clauses.<br/>*Recognise and begin to use a<br/>variety of sentence types:<br/>simple, compound, complex.<br/>*Use fronted adverbials.<br/>*Use a variety of more complex<br/>sentence openers, including<br/>simple adverbials.</p> <p><b>Punctuation:</b><br/>*Use full stops, capital letters,<br/>exclamation marks and question<br/>marks correctly and<br/>consistently.<br/>*Use apostrophes for omission<br/>and singular/plural possession.<br/>*Use a comma after a fronted<br/>adverbial.<br/>*Use commas in a list and a colon<br/>to introduce the list.<br/>*Begin to use commas to<br/>separate phrases or clauses<br/>within sentences.<br/>*Use full punctuation rules for<br/>speech.</p> | <p><b>Fiction: Poetry</b><br/>Write poems in a variety of<br/>styles, including haiku, free<br/>verse and acrostic 'spells'.</p> <p><b>Non Fiction: Biographies/<br/>Autobiographies</b><br/>Write an autobiographical<br/>story based on <i>Boy</i>.<br/>Research and write a<br/>biography.</p> <p><b>Text structure and<br/>organization:</b><br/>*Organise ideas into sections<br/>and use paragraphs.<br/>*Structure a text<br/>appropriately for the genre.<br/>*Use simple devices to<br/>structure a text: headings and<br/>sub-headings; bullet points;<br/>conventions for poetry.<br/>*Choose nouns and pronouns<br/>within and across sentences.</p> <p><b>Composition and effect:</b><br/>*Plan writing by discussing and<br/>recording ideas.<br/>*Use appropriate writing<br/>features for the task.<br/>*Write interesting<br/>introductions and conclusions<br/>for autobiographies and<br/>biographies.<br/>*Use and extend expanded<br/>noun phrases.<br/>*Recognise and use similes,<br/>alliteration, metaphors and<br/>personification.<br/>*Use wider, more varied and<br/>adventurous vocabulary.<br/>*Choose appropriate and<br/>powerful verbs.<br/>*Evaluate, edit and proofread<br/>texts.</p> | <p><b>Writing<br/>Assessments:</b><br/>Poems<br/>Autobiographical<br/>story<br/>Biography</p> <p><b>Spelling, Grammar<br/>and Punctuation<br/>Assessments:</b><br/>Weekly spelling tests<br/>Half termly grammar<br/>and punctuation<br/>assessment</p> <p><b>Reading<br/>Assessments:</b><br/>Daily reading<br/>Guided reading<br/>Half termly<br/>comprehension<br/>assessment</p> <p><b>Spoken Language<br/>Assessments:</b><br/>Poetry performance<br/>Class poetry<br/>assembly<br/>Autobiographical vlog</p> |
|--|---|--|---|--|--|--|



|  |  |  |   |  |   |   |
|--|--|--|---|--|---|---|
| <p><b>Spring 2</b><br/><b>Topic:</b><br/>Remarkable<br/>Rainforests</p> <p><b>Fiction:</b><br/>Science Fiction/<br/>Fantasy: <i>The Iron Man</i></p> <p><i>The Iron Man</i> - Ted Hughes</p> <p><b>Non Fiction:</b><br/>Persuasive texts:<br/>Persuasive letter<br/>writing on<br/>deforestation</p> <p><i>The Vanishing Rainforest</i> - Richard Platt<br/><i>The Great Kapok Tree</i> - Lynne Cherry</p> <p><b>Class Novel:</b><br/><i>Mr Stink</i> - David Walliams</p> | <p><b>Individual Reading:</b><br/>1-1 reading 3x a week in school.</p> <p><b>Guided Reading:</b><br/>Weekly group-based activities.</p> <p><b>Shared Reading:</b><br/>Extracts from <i>The Iron Man</i> and <i>The Great Kapok Tree</i>; modelled science fiction stories, letters and persuasive texts. A range of other texts introduced through the Creative Curriculum.</p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Take part in a class assembly on deforestation.</p> | <p>Using the class novel and texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p><b>AF2:</b> Understand, describe, select or retrieve information, events or ideas from text.</p> <p><b>AF3:</b> Deduce, infer or interpret information, ideas or events from text.</p> <p><b>AF4:</b> Identify and comment on the structure and organisation of texts.</p> <p><b>AF5:</b> Explain and comment on writers' use of language.</p> <p><b>AF6:</b> Identify and comment on writers' purposes and viewpoints and the effect of the text.</p> <p><b>AF7:</b> Relate texts to their social, cultural and historical traditions.</p> <p><b>Discussion:</b> Participate in discussions on texts read, describe ideas and justify opinions.</p> | <p><b>Handwriting:</b><br/>Handwriting practice 3x a week to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on:<br/>*Using correct diagonal and horizontal strokes to join letters.<br/>*Using joined writing throughout independent writing.<br/>*Improving the legibility, fluency, quality and consistency of writing.<br/>*Building stamina for writing.</p> <p><b>Spelling:</b><br/>Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on Year 3 or Year 4 focus statutory words.<br/>Spelling patterns: 'k' sound spelled 'ch'; prefixes auto-, super-, 'sh' sound spelled in different ways.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p> | <p><b>Vocabulary:</b><br/>*Vocabulary Ninja: Word of the Day.<br/>*Introduce vocabulary relevant to Rainforest topic/science unit; words taken from class novel; words relevant to genre focus and grammar objectives.</p> <p><b>Sentence structure:</b><br/>*Use a wider range of subordinating conjunctions.<br/>*Express time, place and cause using conjunctions, adverbs and prepositions.<br/>*Recognise and use a variety of sentence types: simple, compound, complex.<br/>*Use fronted adverbials.<br/>*Use a variety of more complex sentence openers, including simple adverbials.</p> <p><b>Punctuation:</b><br/>*Use full stops, capital letters, exclamation marks and question marks correctly and consistently.<br/>*Use apostrophes for omission and singular/plural possession.<br/>*Use a comma after a fronted adverbial.<br/>*Use commas to separate phrases or clauses within sentences.<br/>*Use full punctuation rules for speech.</p> | <p><b>Fiction: Science fiction/fantasy story</b><br/>Write an effective character description.<br/>Write a five part science fiction story.</p> <p><b>Non-fiction: Persuasive texts</b><br/>Research and write a persuasive letter putting forward a point of view.</p> <p><b>Text structure and organization:</b><br/>*Use paragraphs.<br/>*Structure a text appropriately for the genre.<br/>*Write a well-structured story in five parts.<br/>*Use simple devices to structure a text: conventions for letter writing.<br/>*Choose nouns and pronouns within and across sentences.</p> <p><b>Composition and effect:</b><br/>*Plan writing by discussing and recording ideas.<br/>*Use appropriate writing features for the task.<br/>*Write interesting introductions and conclusions for a story.<br/>*Create and describe settings, characters and plots.<br/>*Use a variety of literary effects: extended expanded noun phrases; similes, alliteration, metaphors and personification; powerful verbs; wider, more varied and adventurous vocabulary.<br/>*Evaluate, edit and proofread texts.</p> | <p><b>Writing Assessments:</b><br/>Character description<br/>Science fiction story<br/>Persuasive letter</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b><br/>Weekly spelling tests<br/>Half termly grammar and punctuation assessment</p> <p><b>Reading Assessments:</b><br/>Daily reading<br/>Guided reading<br/>Half termly comprehension assessment</p> <p><b>Spoken Language Assessments:</b><br/>Reading own writing aloud to group/class<br/>Class assembly on deforestation</p> |
|--|--|--|---|--|---|---|





|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| <p><b>Summer 1</b></p> <p><b>Topic:</b><br/>Roman Britain</p> <p><b>Fiction:</b><br/>Historical Narrative:<br/><i>Escape from Pompeii</i></p> <p><i>Escape From Pompeii</i><br/>- Christina Balit</p> <p><b>Nonfiction:</b><br/>Non-chronological<br/>Reports: Hadrian's<br/>Wall</p> <p><b>Class Novel:</b><br/><i>When the Mountains<br/>Roared</i> - Jess<br/>Butterworth</p> | <p><b>Individual Reading:</b><br/>1-1 reading 3x a week<br/>in school.</p> <p><b>Guided Reading:</b><br/>Weekly group-based<br/>activities.</p> <p><b>Shared Reading:</b><br/>Extracts from<br/><i>Escape from Pompeii</i>;<br/>modelled historical<br/>narratives and non-<br/>chronological reports.<br/>A range of other<br/>texts introduced<br/>through the Creative<br/>Curriculum.</p> <p><b>Reading aloud/<br/>Performance:</b> Read<br/>own writing aloud to a<br/>partner, group or the<br/>whole class.<br/>Use drama<br/>techniques to retell<br/>story.</p> | <p>Using the class novel and<br/>texts met in Guided and<br/>Shared Reading relating<br/>to the topic and genre to<br/>focus on:</p> <p><b>AF2:</b> Understand,<br/>describe, select or<br/>retrieve information,<br/>events or ideas from text.</p> <p><b>AF3:</b> Deduce, infer or<br/>interpret information,<br/>ideas or events from text.</p> <p><b>AF4:</b> Identify and<br/>comment on the structure<br/>and organisation of texts.</p> <p><b>AF5:</b> Explain and comment<br/>on writers' use of language.</p> <p><b>AF6:</b> Identify and<br/>comment on writers'<br/>purposes and viewpoints<br/>and the effect of the<br/>text.</p> <p><b>AF7:</b> Relate texts to their<br/>social, cultural and<br/>historical traditions.</p> <p><b>Discussion:</b> Participate in<br/>discussions on texts read,<br/>describe ideas and justify<br/>opinions.</p> | <p><b>Handwriting:</b><br/>Handwriting practice 3x a<br/>week to develop fluent, neat,<br/>joined and legible writing<br/>across the curriculum and<br/>appropriate to the task.<br/>Focus on:<br/>*Using correct diagonal and<br/>horizontal strokes to join<br/>letters.<br/>*Using joined writing<br/>throughout independent<br/>writing.<br/>*Improving the legibility,<br/>fluency, quality and<br/>consistency of writing.<br/>*Building stamina for writing.</p> <p><b>Spelling:</b><br/>Weekly spellings following<br/>Earth Works' spelling<br/>programme based on<br/>National Curriculum<br/>requirements, including<br/>spelling patterns and<br/>statutory word lists.<br/>Groups working on Year 3 or<br/>Year 4 focus statutory<br/>words.<br/>Spelling patterns: suffixes<br/>-ous, -sion/ssion, -cian, -tian,<br/>-ation.</p> <p>Dictation of sentences for<br/>handwriting and spelling to<br/>increase retention of<br/>spellings; fluency and speed<br/>of writing.</p> | <p><b>Vocabulary:</b><br/>*Vocabulary Ninja: Word of the<br/>Day.<br/>*Introduce vocabulary relevant<br/>to Roman topic/science unit;<br/>words taken from class novel;<br/>words relevant to genre focus<br/>and grammar objectives.</p> <p><b>Sentence structure:</b><br/>*Use a wide range of<br/>subordinating conjunctions.<br/>*Express time, place and cause<br/>using conjunctions, adverbs and<br/>prepositions.<br/>*Recognise and use a variety of<br/>sentence types: simple,<br/>compound, complex.<br/>*Use fronted adverbials.<br/>*Use a variety of more complex<br/>sentence openers, including<br/>simple adverbials.</p> <p><b>Punctuation:</b><br/>*Use full stops, capital letters,<br/>exclamation marks and question<br/>marks correctly and<br/>consistently.<br/>*Use apostrophes for omission<br/>and singular/plural possession.<br/>*Use a comma after a fronted<br/>adverbial.<br/>*Use commas to separate<br/>phrases or clauses within<br/>sentences.<br/>*Use full punctuation rules for<br/>speech.</p> | <p><b>Fiction: Historical Narrative</b><br/>Write an effective setting<br/>description and opening to a<br/>story.<br/>Write a descriptive action<br/>scene.</p> <p><b>Non Fiction: Non-<br/>chronological Reports</b><br/>Research and write a non-<br/>chronological report.</p> <p><b>Text structure and<br/>organization:</b><br/>*Organise ideas into sections<br/>and use paragraphs.<br/>*Structure a text<br/>appropriately for the genre.<br/>*Use simple devices to<br/>structure a text: headings,<br/>sub-headings, bullet points,<br/>fact boxes.<br/>*Choose nouns and pronouns<br/>within and across sentences.</p> <p><b>Composition and effect:</b><br/>*Plan writing by discussing and<br/>recording ideas.<br/>*Use appropriate writing<br/>features for the task.<br/>*Write interesting<br/>introductions and conclusions<br/>for fiction and non-fiction.<br/>*Create and describe settings,<br/>characters and plots.<br/>*Use a variety of literary<br/>effects: extended expanded<br/>noun phrases; similes,<br/>alliteration, metaphors and<br/>personification; powerful<br/>verbs; wider, more varied and<br/>adventurous vocabulary.<br/>*Evaluate, edit and proofread<br/>texts.</p> | <p><b>Writing<br/>Assessments:</b><br/>Setting<br/>description/story<br/>opening<br/>Historical narrative<br/>action scene<br/>Non-chronological<br/>report</p> <p><b>Spelling, Grammar<br/>and Punctuation<br/>Assessments:</b><br/>Weekly spelling tests<br/>Half termly grammar<br/>and punctuation<br/>assessment</p> <p><b>Reading<br/>Assessments:</b><br/>Daily reading<br/>Guided reading<br/>Half termly<br/>comprehension<br/>assessment</p> <p><b>Spoken Language<br/>Assessment:</b><br/>Reading own writing<br/>aloud to group/class<br/>Drama activities:<br/>conscience alley, role<br/>play, improvisation</p> |
|--|--|--|---|--|--|--|



A Small School with a BIG Heart

Ellingham C of E  
Primary School

|  |   |  |   |  |   |  |
|--|---|--|---|--|---|--|
| <p><b>Summer 2</b><br/><b>Topic:</b><br/>Roman Britain</p> <p><b>Fiction:</b><br/>Fables: Fables and <i>Just So Stories</i></p> <p><i>The Orchard Book of Aesop's Fables</i> - Michael Morpurgo<br/><i>A Collection of Rudyard Kipling's Just So Stories</i> - Rudyard Kipling</p> <p><b>Nonfiction:</b><br/>Writing Reviews: film, book and restaurant reviews</p> <p><b>Class Novel:</b><br/><i>When the Mountains Roared</i> - Jess Butterworth</p> | <p><b>Individual Reading:</b><br/>1-1 reading 3x a week in school.</p> <p><b>Guided Reading:</b><br/>Weekly group-based activities.</p> <p><b>Shared Reading:</b><br/>Extracts from <i>Aesop's Fables</i> and <i>Just So Stories</i>; modelled fables and reviews of books, films and restaurants. A range of other texts introduced through the Creative Curriculum.</p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Produce a review as a filmed vlog.</p> | <p>Using the class novel and texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p><b>AF2:</b> Understand, describe, select or retrieve information, events or ideas from text.</p> <p><b>AF3:</b> Deduce, infer or interpret information, ideas or events from text.</p> <p><b>AF4:</b> Identify and comment on the structure and organisation of texts.</p> <p><b>AF5:</b> Explain and comment on writers' use of language.</p> <p><b>AF6:</b> Identify and comment on writers' purposes and viewpoints and the effect of the text.</p> <p><b>AF7:</b> Relate texts to their social, cultural and historical traditions.</p> <p><b>Discussion:</b> Participate in discussions on texts read, describe ideas and justify opinions.</p> | <p><b>Handwriting:</b><br/>Handwriting practice 3x a week to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task.<br/>Focus on:<br/>*Using correct diagonal and horizontal strokes to join letters.<br/>*Using joined writing throughout independent writing.<br/>*Improving the legibility, fluency, quality and consistency of writing.<br/>*Building stamina for writing.</p> <p><b>Spelling:</b><br/>Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Groups working on revising Year 3 or Year 4 focus statutory words.<br/>Spelling patterns: words ending in -gue or -que; 's' sound spelled 'sc'; revision of statutory words and spelling patterns.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p> | <p><b>Vocabulary:</b><br/>*Vocabulary Ninja: Word of the Day.<br/>*Introduce vocabulary relevant to Roman topic/science unit; words taken from class novel; words relevant to grammar objectives.</p> <p><b>Sentence structure:</b><br/>*Use a wide range of subordinating conjunctions.<br/>*Express time, place and cause using conjunctions, adverbs and prepositions.<br/>*Recognise and use a variety of sentence types: simple, compound, complex.<br/>*Use fronted adverbials.<br/>*Use a variety of more complex sentence openers, including simple adverbials.</p> <p><b>Punctuation:</b><br/>*Use full stops, capital letters, exclamation marks and question marks correctly and consistently.<br/>*Use apostrophes for omission and singular/plural possession.<br/>*Use a comma after a fronted adverbial.<br/>*Use commas to separate phrases or clauses within sentences.<br/>*Use full punctuation rules for speech.</p> <p>*Revision of grammar and punctuation objectives, as identified by AfL.</p> | <p><b>Fiction: Fables</b><br/>Write a fable: an animal tale with a moral.</p> <p><b>Non-Fiction: Review writing</b><br/>Write reviews of a book, film and restaurant.</p> <p><b>Text structure and organization:</b><br/>*Organise ideas into sections and use paragraphs.<br/>*Structure a text appropriately for the genre.<br/>*Use simple devices to structure a text: headings, sub-headings, bullet points, fact boxes.<br/>*Choose nouns and pronouns within and across sentences.</p> <p><b>Composition and effect:</b><br/>*Plan writing by discussing and recording ideas.<br/>*Use appropriate writing features for the task.<br/>*Write interesting introductions and conclusions for fiction and non-fiction.<br/>*Create and describe settings, characters and plots.<br/>*Use a variety of literary effects: extended expanded noun phrases; similes, alliteration, metaphors and personification; powerful verbs; wider, more varied and adventurous vocabulary.<br/>*Evaluate, edit and proofread texts.</p> <p>*Revision of structure and composition objectives, as identified by AfL.</p> | <p><b>Writing Assessments:</b><br/>Fable<br/>Reviews of book/film/restaurant</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b><br/>Weekly spelling tests<br/>End of year grammar and punctuation assessment</p> <p><b>Reading Assessments:</b><br/>Daily reading<br/>Guided reading<br/>End of year comprehension assessment</p> <p><b>Spoken Language Assessment:</b><br/>Reading own writing aloud to group/class<br/>Review vlog</p> |
|--|---|--|---|--|---|--|