



## Year 3/4 English Long-Term Plan 2022-2023

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessment reading/writing
<b>Term 1</b> <b>Topic: Invaders!</b>  <b>Fiction:</b> <b>Adventure stories</b> <i>Anglo-Saxon Boy</i> - Tony Bradman  <b>Non-fiction:</b> <b>Non-chronological reports</b> <i>How to be an Anglo-Saxon in 13 easy stages</i> - Scoular Anderson (Collins Big Cat)  <b>Class novel(s):</b> <i>The Nothing to See Here Hotel</i> - Steven Butler	<b>Individual reading</b> 1:1 reading 1x per week. Accelerated Reader sessions 3x per week.  <b>Guided reading</b> Weekly activities exploring <i>Anglo-Saxon Boy</i> and genre exemplars.  <b>Shared reading</b> Class novel <i>Anglo-Saxon Boy</i> <i>How to be an Anglo-Saxon in 13 easy stages</i> Non-chronological reports	Explore and discuss <i>Anglo-Saxon Boy</i> and texts met in Shared and Guided Reading.  Use a dictionary to check the meaning and spelling of words. Discuss and give a simple explanation of the effect of particular words. Identify the conventions of different types of writing. Draw inferences, such as inferring characters' thoughts, feelings and motives from their actions. Use a thesaurus to find synonyms for words to improve my understanding and vocabulary. Make sensible predictions of what might happen in a text. Identify how language, structure and presentation contribute to meaning. Skim and scan by identifying key words to look for, in order to retrieve information. Identify and summarize the main idea of a paragraph.	<b>Handwriting</b> Letter formation - i, u, w, x, y, j, p, z, r, n, m, v, l, t, b, k, c, o, a, d, g, q, s, e, f Seating position and pencil grip. Vocabulary based activities to practise joined handwriting.  <b>Spelling</b> Weekly spellings following Earth Works spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Homophones; statutory words; prefixes un-, dis-, mis-, re-.	<b>Vocabulary</b> Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units.  <b>Sentence structure</b> Recognise and use a variety of sentence types. Use a variety of more complex sentence openers, including simple adverbials. Recognise and use different verb tenses.  <b>Punctuation</b> Correctly and consistently use full stops, capital letters, exclamation marks and question marks.	<b>Fiction</b> <b>Adventure stories</b> following on from <i>Anglo-Saxon Boy</i>  <b>Non-fiction</b> <b>Non-chronological reports</b> about Anglo-Saxon life  <b>Text structure and organisation</b> Organise ideas into paragraphs around a theme. Use appropriate structures for the genre. Use a wider range of simple devices to structure my work,  <b>Composition and effect</b> Plan my writing by discussing and recording ideas using appropriate features and structure. Confidently use expanded noun phrases to describe and specify. Recognise and use similes, alliteration, metaphors and personification. Create and describe settings, characters and plots in stories. Edit text, improving my writing by making changes to grammar and vocabulary. Proofread for sense, spelling, grammar and punctuation.	<b>Reading</b> Accelerated reader quizzes Guided reading and comprehension questions  <b>Writing</b> Recount (start of year baseline) Adventure story Non-chronological report  <b>Spelling</b> Weekly spelling tests



<p><b>Term 1</b> <b>Topic: Invaders!</b></p> <p><b>Fiction:</b> <b>Quest stories</b> <i>Beowulf</i> - Rob Lloyd Hones (Usborne Young Reading)</p> <p><b>Non-fiction:</b> <b>Discussions/ debates</b> Various non-fiction texts about Anglo-Saxon and Viking invasions</p> <p><b>Poetry:</b> <b> kennings poems</b></p> <p><b>Class novel(s):</b> <i>The Nothing to See Here Hotel</i> - Steven Butler <i>The Lion, the Witch and the Wardrobe</i> - C. S. Lewis</p>	<p><b>Individual reading</b> 1:1 reading 1x per week. Accelerated Reader sessions 3x per week.</p> <p><b>Guided reading</b> Weekly activities exploring <i>Beowulf</i> and a variety of other texts and extracts.</p> <p><b>Shared reading</b> Class novel <i>Beowulf</i> Non-chronological reports</p>	<p>Explore and discuss <i>Beowulf</i> and texts met in Shared and Guided Reading.</p> <p>Identify themes and conventions in a range of books. Identify the setting (time or place) of a text and give reasons. Make connections between two or more texts and begin to discuss similarities of themes and conventions, settings, plots and topics. Give a personal response to a text, giving reasons for my ideas and feelings. Show an understanding of some features that writers use to provoke readers' reactions. Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination.</p>	<p><b>Handwriting</b> Letter joins - diagonal joins without ascenders/ descenders, diagonal joins with ascenders, diagonal joins without ascenders/ descenders, horizontal joins without ascenders/ descenders, horizontal joins with ascenders, horizontal joins with descenders. Seating position and pencil grip. Vocabulary based activities to practise joined handwriting.</p> <p><b>Spelling</b> Weekly spellings following Earth Works spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Statutory words; words ending -sure and -ture; adding -er, -est, -ly to adjectives ending in y; prefixes in-, il-, im-, ir-.</p>	<p><b>Vocabulary</b> Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units.</p> <p><b>Sentence structure</b> Recognise and use nouns, verbs, adjectives and adverbs appropriately. Recognise and use conjunctions appropriately. Recognise and use different verb tenses. Use fronted adverbials.</p> <p><b>Punctuation</b> Use a comma after a fronted adverbial. Use apostrophes to show omission and singular possession correctly and appropriately. Use inverted commas for direct speech.</p>	<p><b>Fiction</b> <b>Quest stories</b> inspired by <i>Beowulf</i></p> <p><b>Non-fiction</b> <b>Discussions/ debates</b> - is it ever right to invade?</p> <p><b>Poetry</b> <b> kennings poems</b> inspired by <i>Beowulf</i></p> <p><b>Text structure and organisation</b> Begin to change paragraphs with increasing accuracy. Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p><b>Composition and effect</b> Plan my writing by discussing and recording ideas using appropriate features and structure. Use a rich, varied and adventurous vocabulary in my writing; choose words to create a desired effect. Choose appropriate and powerful verbs to add variety and impact. Write effective introductions and conclusions for fiction and non-fiction. Edit text, improving my writing by making changes to grammar and vocabulary.</p>	<p><b>Reading</b> Accelerated reader Guided reading and comprehension questions Comprehension assessment</p> <p><b>Writing</b> Quest story Kennings poem Discussion text</p> <p><b>Spelling</b> Weekly spelling tests</p> <p><b>Spoken language</b> Oral debate</p>
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A Small School with a BIG Heart



Ellingham C of E  
Primary School

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