

Year 3/4 English Long-Term Plan 2019-2020

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessment reading/writing
<p>Autumn 1 Topic: Mountains and Poles</p> <p>Fiction: Poetry: In the Land of Ice and Snow</p> <p>Nonfiction: Explanation Texts: Polar animals</p> <p><i>The Life Cycle of an Emperor Penguin</i> - Bobbie Kalman <i>Penguin: Animal Diaries</i> - Steve Parker <i>Walk with a Wolf</i> - Janni Howker</p> <p>Class Novel: <i>The Firework Maker's Daughter</i> - Philip Pullman</p>	<p>AF1: Use a range of strategies including accurate decoding of text to read for meaning.</p> <p>Individual Reading: 1-1 reading 3x a week in school.</p> <p>Guided Reading</p> <p>Shared Reading: a range of texts including poetry and explanation texts in English and other literature introduced through the Creative Curriculum.</p> <p>Read and perform a variety of poems.</p>	<p>Using texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p>AF2: Understand, describe, select or retrieve information, events or ideas from text.</p> <p>AF3: Deduce, infer or interpret information, ideas or events from text.</p> <p>AF5: Explain and comment on writers' use of language.</p> <p>Discuss texts and perform poems.</p>	<p>Handwriting: Daily handwriting practice to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on: *Reviewing correct seating position and pencil grip for writing and correct upper and lower case letter formation. *Using correct diagonal and horizontal strokes to join letters.</p> <p>Spelling: 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 words.</p>	<p>Vocabulary: *Vocabulary Ninja: Word of the Day. *Introduce vocabulary relevant to Mountains and Poles topic.</p> <p>Sentence structure: *Recognise and use nouns, verbs, adjectives and adverbs. *Recognise and use prepositions and conjunctions. *Use a wider range of conjunctions.</p> <p>Punctuation: *Use full stops, capital letters, exclamation marks and question marks correctly and consistently. *Use commas and colons in a list.</p>	<p>Fiction: *Write poems in a variety of styles, including shape poems, free verse and kennings *Use expanded noun phrases in poetry. *Use similes, alliteration, metaphor and personification in poetry.</p> <p>Non Fiction: *Explore and annotate a range of explanation texts relating to our Mountains and Poles topic. *Research and write an explanation of the life, adaptations and survival strategies of a polar animal e.g. Emperor Penguin, Grey Wolf. *Group ideas into sections and use paragraphs. *Use the appropriate features and structure for an explanation text. *Use headings, sub-headings and bullet points to structure writing.</p>	<p>Assessed Writing: *Poems in different styles. *Polar animal explanation text.</p> <p>Assessed Reading: *Daily reading *Guided reading *Comprehension assessment *Performance of own and other writers' poetry.</p>



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<p>Autumn 2 Topic: Mountains and Poles</p> <p>Fiction: Adventure story: Mountain Rescue</p> <p><i>John Dagg and Sheila the Collie's Cheviot Rescue Mission</i></p> <p>Nonfiction: Diary entries: Shakleton's Antarctic Journey</p> <p><i>Trapped by the Ice! Shakleton's Amazing Adventure - Michael McCurdy</i></p> <p>Class Novel: <i>The Firework Maker's Daughter - Philip Pullman</i></p>	<p>AF1: Use a range of strategies including accurate decoding of text to read for meaning.</p> <p>Individual Reading: 1-1 reading 3x a week in school.</p> <p>Guided Reading</p> <p>Shared Reading: a range of texts including diary writing and rescue stories in English and other literature introduced through the Creative Curriculum.</p>	<p>Using texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p>AF2: Understand, describe, select or retrieve information, events or ideas from text.</p> <p>AF3: Deduce, infer or interpret information, ideas or events from text.</p> <p>AF4: Identify and comment on the structure and organization of texts.</p> <p>AF6: Identify and comment on writers' purposes and viewpoints.</p> <p>AF7: Relate texts to their social, cultural and historical traditions.</p> <p>Discuss texts and justify opinions.</p>	<p>Handwriting: Daily handwriting practice to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on: *Correct upper and lower case letter formation. *Using correct diagonal and horizontal strokes to join letters.</p> <p>Spelling: 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 words.</p>	<p>Vocabulary: *Vocabulary Ninja: Word of the Day. *Introduce vocabulary relevant to adventure stories and Polar exploration.</p> <p>Sentence structure: *Recognise and use nouns, adjectives, adverbs and verbs correctly. *Use of proper nouns with capital letters. *Recognise and use conjunctions, pronouns and prepositions. *Use a wider range of conjunctions. *Express time, cause and place through conjunctions, adverbs and prepositions.</p> <p>Punctuation: *Use inverted commas for speech, progressing to using full speech punctuation. *Use apostrophes for omission and singular/plural possession.</p>	<p>Fiction: *Write an adventure story retelling a wartime Cheviot rescue. *Use paragraphs to structure writing. *Create and describe settings, characters and plots. *Use expanded noun phrases and powerful verbs to add description and impact.</p> <p>Non Fiction: *Write diary entries in the role of members of Shakleton's Antarctic expedition. *Use paragraphs to structure writing. *Use expanded noun phrases and powerful verbs to add description and impact. *Correctly use verb tenses, including present perfect.</p>	<p>Assessed Writing: *Adventure story. *Diary entries.</p> <p>Assessed Reading: *Daily reading *Guided reading *Comprehension assessment *Reading own work aloud to peers.</p>
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<p>Spring 1 Topic: Walk Like an Egyptian</p> <p>Fiction: Myths and Legends: Egyptian and Northumbrian legends</p> <p><i>Stories from Ancient Egypt</i> - Joyce Tydesley</p> <p><i>Ancient Egypt: Tales of Gods and Pharaohs</i> - Marcia Williams</p> <p><i>Northumberland Folktales</i> - Rosalind Kerven</p> <p>Nonfiction: Instructions - How to Make a Mummy.</p> <p><i>Ancient Egypt</i> - Eyewitness</p> <p><i>Awesome Egyptians</i> - Terry Deary</p> <p><i>Egyptology</i> - Emily Sands</p> <p>Class Novel: <i>Mr Stink</i> - David Walliams</p>	<p>AF1: Use a range of strategies including accurate decoding of text to read for meaning.</p> <p>Individual Reading: 1-1 reading 3x a week in school.</p> <p>Guided Reading</p> <p>Shared Reading: a range of texts including legends and instructions in English and other literature introduced through the Creative Curriculum.</p>	<p>Using texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p>AF2: Understand, describe, select or retrieve information, events or ideas from text.</p> <p>AF3: Deduce, infer or interpret information, ideas or events from text.</p> <p>AF4: Identify and comment on the structure and organization of texts.</p> <p>AF5: Explain and comment on writers' use of language.</p> <p>AF6: Identify and comment on writers' purposes and viewpoints.</p> <p>AF7: Relate texts to their social, cultural and historical traditions.</p> <p>Discuss texts and justify opinions.</p>	<p>Handwriting: Daily handwriting practice to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on: *Using correct diagonal and horizontal strokes to join letters. *Using joined writing throughout independent writing. *Improving the legibility, fluency, quality and consistency of writing.</p> <p>Spelling: 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 words.</p>	<p>Vocabulary: *Vocabulary Ninja: Word of the Day. *Introduce vocabulary relevant to myths and legends and Egyptian topic.</p> <p>Sentence structure: *Recognise and use imperative verbs. *Identify main and subordinate clauses. *Recognise and use a variety of sentence types. *Use a variety of more complex sentence openers. *Use fronted adverbials.</p> <p>Punctuation: *Use of commas to separate phrases or clauses in sentences. *Use of commas before fronted adverbial. *Use of commas and colons in a list.</p>	<p>Fiction: *Retell an Egyptian or Northumbrian legend e.g. Osiris and Isis; The Laidly Worm. *Use paragraphs to structure writing. *Create and describe settings, characters and plots. *Use expanded noun phrases and powerful verbs to add description and impact. *Choose nouns or pronouns for cohesion and to avoid repetition. *Write clear introductions and conclusions.</p> <p>Non Fiction: *Write clear instructions for: How to prepare a mummy; How to make a successful journey to the afterlife. *Use appropriate writing features for the task. *Write clear introductions and conclusions.</p>	<p>Assessed Writing: *Retelling of a legend. *Instructions.</p> <p>Assessed Reading: *Daily reading *Guided reading *Comprehension assessment *Reading own work aloud to peers.</p>
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<p>Spring 2 Topic: Walk Like an Egyptian</p> <p>Fiction: Narrative from a different culture/Fairytales.</p> <p><i>The Egyptian Cinderella</i> - Shirley Climo</p> <p><i>Cinderella</i> - Judy Sierra</p> <p>Nonfiction: Information Texts: Leaflet for a Museum</p> <p>Museum information leaflets including The Great North.</p> <p>Class Novel: <i>Mr Stink</i> - David Walliams</p>	<p>AF1: Use a range of strategies including accurate decoding of text to read for meaning.</p> <p>Individual Reading: 1-1 reading 3x a week in school.</p> <p>Guided Reading</p> <p>Shared Reading: a range of texts including fairytales and information leaflets in English and other literature introduced through the Creative Curriculum.</p>	<p>Using texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p>AF2: Understand, describe, select or retrieve information, events or ideas from text.</p> <p>AF3: Deduce, infer or interpret information, ideas or events from text.</p> <p>AF4: Identify and comment on the structure and organization of texts.</p> <p>AF5: Explain and comment on writers' use of language.</p> <p>AF6: Identify and comment on writers' purposes and viewpoints.</p> <p>AF7: Relate texts to their social, cultural and historical traditions.</p> <p>Discuss texts and justify opinions.</p>	<p>Handwriting: Daily handwriting practice to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on: *Using correct diagonal and horizontal strokes to join letters. *Using joined writing throughout independent writing. *Improving the legibility, fluency, quality and consistency of writing.</p> <p>Spelling: 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 words.</p>	<p>Vocabulary: *Vocabulary Ninja: Word of the Day. *Introduce vocabulary relevant to fairytales and information writing.</p> <p>Sentence structure: *Use a growing range of sentence starters, including adverbials. *Use a growing range of conjunctions. *Use a variety of sentence types.</p> <p>Punctuation: *Revision of punctuation rules already met, especially apostrophes and commas. *Revision of use of inverted commas for speech, progressing to use of full speech punctuation.</p>	<p>Fiction: *Explore and compare a variety of versions of Cinderella from around the world. * Create a modern day version of a Cinderella story. *Write a well structured story in 5 parts. *Create and describe settings, characters and plots.</p> <p>Non Fiction: *Explore the structure and conventions of information leaflets. *Produce an informative and persuasive leaflet for The Great North Museum. *Choose words and phrases for persuasive effect.</p>	<p>Assessed Writing: *Cinderella story. *Information leaflet.</p> <p>Assessed Reading: *Daily reading *Guided reading *Comprehension assessment *Reading own work aloud to peers.</p>
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<p><u>Summer 1</u> <u>Topic:</u> Water World</p> <p><u>Fiction:</u> Descriptive writing; creating characters and settings.</p> <p><i>The Mousehole Cat</i> - Antonia Barber</p> <p><u>Nonfiction:</u> Newspaper Report: The Morpeth Floods or The Whale in the Thames.</p> <p><u>Class Novel:</u> <i>This Morning I Met a Whale</i> or <i>Running Wild</i> - Michael Morpurgo</p>	<p>Individual Reading: 1-1 reading 3x a week in school.</p> <p>Guided Reading</p> <p>Shared Reading: a range of texts including descriptive writing and newspaper reports in English and other literature introduced through the Creative Curriculum.</p>	<p>Using texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p>AF2: Understand, describe, select or retrieve information, events or ideas from text.</p> <p>AF3: Deduce, infer or interpret information, ideas or events from text.</p> <p>AF4: Identify and comment on the structure and organization of texts.</p> <p>AF5: Explain and comment on writers' use of language.</p> <p>AF6: Identify and comment on writers' purposes and viewpoints.</p> <p>AF7: Relate texts to their social, cultural and historical traditions.</p> <p>Discuss texts and justify opinions.</p>	<p><u>Handwriting:</u> Daily handwriting practice to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on: *Using correct diagonal and horizontal strokes to join letters. *Using joined writing throughout independent writing. *Improving the legibility, fluency, quality and consistency of writing.</p> <p><u>Spelling:</u> 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 words.</p>	<p><u>Vocabulary:</u> *Vocabulary Ninja: Word of the Day. *Introduce vocabulary relevant to descriptive writing and newspaper reports, rivers, floods and the water cycle.</p> <p><u>Sentence structure:</u> *Revision of sentence objectives previously taught, as identified through Assessment for Learning.</p> <p><u>Punctuation:</u> *Revision of punctuation objectives previously taught, as identified through Assessment for Learning.</p> <p>*Children to work on own individual targets for punctuation and sentence structure through feedback and guided groupwork.</p>	<p><u>Fiction:</u> *Read a variety of character and setting descriptions, exploring descriptive techniques. *Create setting and character descriptions using descriptive and figurative language, based on the story of <i>The Mousehole Cat</i>.</p> <p><u>Non Fiction:</u> *Explore and annotate key features of newspaper reports.</p> <p>*Write a newspaper report on the Morpeth floods or the story of the whale in the Thames.</p>	<p><u>Assessed Writing:</u> *Setting and character descriptions. *Newspaper report.</p> <p><u>Assessed Reading:</u> *Daily reading *Guided reading *Comprehension assessment *Reading own work aloud to peers.</p>
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<p>Summer 2 Topic: Water World</p> <p>Fiction: Mystery stories:</p> <p><i>The Secret of Black Rock</i> - Joe Todd Stanton</p> <p>Nonfiction: Persuasive writing: Save our Seas!</p> <p>Class Novel: <i>This Morning I Met a Whale</i> or <i>Running Wild</i> - Michael Morpurgo</p>	<p>Individual Reading: 1-1 reading 3x a week in school.</p> <p>Guided Reading</p> <p>Shared Reading: a range of texts including mystery stories and persuasive writing in English and other literature introduced through the Creative Curriculum.</p>	<p>Using texts met in Guided and Shared Reading relating to the topic and genre to focus on:</p> <p>AF2: Understand, describe, select or retrieve information, events or ideas from text.</p> <p>AF3: Deduce, infer or interpret information, ideas or events from text.</p> <p>AF4: Identify and comment on the structure and organization of texts.</p> <p>AF5: Explain and comment on writers' use of language.</p> <p>AF6: Identify and comment on writers' purposes and viewpoints.</p> <p>AF7: Relate texts to their social, cultural and historical traditions.</p> <p>Discuss texts and justify opinions.</p>	<p>Handwriting: Daily handwriting practice to develop fluent, neat, joined and legible writing across the curriculum and appropriate to the task. Focus on: *Using correct diagonal and horizontal strokes to join letters. *Using joined writing throughout independent writing. *Improving the legibility, fluency, quality and consistency of writing.</p> <p>Spelling: 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 words.</p>	<p>Vocabulary: *Vocabulary Ninja: Word of the Day. *Introduce vocabulary relevant to mystery stories and persuasive writing, seas and pollution.</p> <p>Sentence structure: *Revision of sentence objectives previously taught, as identified through Assessment for Learning.</p> <p>Punctuation: *Revision of punctuation objectives previously taught, as identified through Assessment for Learning.</p> <p>*Children to work on own individual targets for punctuation and sentence structure through feedback and guided groupwork.</p>	<p>Fiction: *Create a mysterious setting for the introduction to a mystery story. *Write a new ending for a mystery story, including suspense and tension.</p> <p>Non Fiction: *Explore a range of persuasive texts, including online resources, identifying and comparing techniques. *Research and note ideas to build an argument. *Produce a persuasive poster on plastics pollution.</p>	<p>Assessed Writing: *Mystery story introduction including descriptive setting. *Mystery story ending. *Persuasive poster.</p> <p>Assessed Reading: *Daily reading *Guided reading *Comprehension assessment *Reading own work aloud to peers.</p>
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