

Ellingham C of E

Primary School

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		
Term 1 Topic: Invaders! Fiction: Adventure stories Anglo-Saxon Boy - Tony Bradman Non-fiction: Non-chronological reports How to be an Anglo-Saxon in 13 easy stages - Scoular Anderson (Collins Big Cat) Class novel(s): The Nothing to See Here Hotel - Steven Butler	Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week. Guided reading Daily activities exploring Anglo-Saxon Boy and genre exemplars. Shared reading Class novel Anglo-Saxon Boy How to be an Anglo-Saxon in 13 easy stages Non-chronological reports	Explore and discuss 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.	Handwriting 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. Spelling 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	Vocabulary Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units. Sentence structure 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. Punctuation Correctly and consistently use full stops, capital letters, exclamation marks and question marks.	Fiction Adventure stories following on from Anglo- Saxon Boy Non-fiction Non-chronological reports about Anglo-Saxon life Text structure and organisation Organise ideas into paragraphs around a theme. Use appropriate structures for the genre. Use a wider range of simple devices to structure my work. Composition and effect 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.	<u>Reading</u> Accelerated reader quizzes Guided reading and comprehension questions <u>Writing</u> Recount (start of year baseline) Adventure story Non-chronological report <u>Spelling</u> Weekly spelling tests		



					Proofread for sense, spelling, grammar and	
					punctuation.	
					Fiction	
					Quest stories inspired by	
					Beowulf	
			Handwriting		Non-fiction	
			Letter formation of all		Discussions/ debates - is	
		Explore and discuss texts	letters and letter joins -	Vocabulary	it ever right to invade?	
		met in Shared and Guided	diagonal joins without	Vocabulary Ninja word of	n ever right to invade,	
			ascenders/ descenders,	, ,	Destaur	
Term 1		Reading.		the day.	Poetry	
Topic: Invaders!			diagonal joins with	Explore vocabulary	Kennings poems inspired	
		Identify themes and	ascenders, diagonal joins	relevant to shared texts,	by Beowulf	Reading
Fiction:		conventions in a range of	with descenders,	history, geography or		Accelerated reader
	dividual reading	books.	horizontal joins without	science units.		Guided reading and
	reading 1x per week.	Identify the setting (time	ascenders/ descenders,		Text structure and	comprehension questions
	celerated Reader	or place) of a text and	horizontal joins with	Sentence structure	<u>organisation</u>	Comprehension
	ssions 3x per week.	give reasons.	ascenders, horizontal	Recognise and use nouns,	Begin to change	assessment
	stons 3x per week.	Make connections between	joins with descenders.	verbs, adjectives and	paragraphs with	ussessment
Non-fiction:		two or more texts and	Seating position and pencil	adverbs appropriately.	increasing accuracy.	14 / 111
	ided reading	begin to discuss	grip.	Recognise and use	Choose nouns or pronouns	Writing
	ily activities exploring	similarities of themes and	Vocabulary based	conjunctions	within and across	Quest story
	glo-Saxon Boy, Beowult	conventions, settings,	activities to practise	appropriately.	sentences to aid cohesion	Kennings poem
Viking invasions and	d genre exemplars.	plots and topics.	joined handwriting.	Recognise and use	and avoid repetition.	Discussion text
		Give a personal response	jomea nanawi mig.	different verb tenses.		
Poetry: <u>Sha</u>		to a text, giving reasons	Spelling	Use fronted adverbials.	Composition and effect	Spelling
Kennings poems Clas		for my ideas and feelings.	<u>Spennig</u> Weekly spellings following	Ose fromed daverblais.	Plan my writing by	Weekly spelling tests
Beo	owulf			Duranta anti-		
Class novel(s): Non	n-chronological reports	Show an understanding of	Earth Works spelling	Punctuation	discussing and recording	<u>Spoken language</u>
The Nothing to See Here		some features that	programme based on	Use a comma after a	ideas using appropriate	Oral debate
Hotel - Steven Butler		writers use to provoke	National Curriculum	fronted adverbial.	features and structure.	
The Lion, the Witch and		readers' reactions.	requirements, including	Use apostrophes to show	Use a rich, varied and	
the Wardrobe - C. S.		Discuss and explain the	spelling patterns and	omission and singular	adventurous vocabulary in	
Lewis		effect of particular words	statutory word lists.	possession correctly and	my writing and choose	
		and phrases and how they	Statutory words; words	appropriately.	words to create a desired	
		capture the reader's	ending -sure and -ture;	Use inverted commas for	effect.	
		interest and imagination.	adding -er, -est, -ly to	direct speech.	Choose appropriate and	
			adjectives ending in y;		powerful verbs to add	
			prefixes in-, il-, im-, ir		variety and impact.	
			• • • • •		Write effective	
					introductions and	
					conclusions for fiction and	
					non-fiction.	



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					Edit text, improving my writing by making changes	
					to grammar and	
					vocabulary.	
					Proofread for sense,	
					spelling, grammar and	
					punctuation.	
					Fiction	
		Explore and discuss texts			Stories from other	
		met in Shared and Guided			cultures inspired by The	
		Reading.		Veeebulenu	Enchantress of the Sands	
				<u>Vocabulary</u> Vocabulary Ninja word of	Enchantress of the Sands	
		Use a dictionary to check		, ,		
		the meaning and spelling		the day.	Non-fiction	
Term 2		of words.	<u>Handwriting</u>	Explore vocabulary	Biographies of	
Topic: Remarkable		Discuss and give a simple	Handwriting practice	relevant to shared texts,	inspirational people	
Rainforests	<u>Individual reading</u>	explanation of the effect	through spelling,	history, geography or		
	1:1 reading 1x per week.	of particular words.	vocabulary and writing	science units.	_	
Fiction:	Accelerated Reader	Identify the conventions	activities to produce neat,		Text structure and	
Stories from other	sessions 3x per week.	of different types of	joined, fluent and	Sentence structure	organisation	
cultures		writing.	consistent handwriting.	Recognise and use a	Organise ideas into	Reading
The Enchantress of the	<u>Guided reading</u>	Draw inferences, such as	Building stamina for	variety of sentence types.	paragraphs around a	Accelerated reader
Sands - Janey Pursglove	Daily activities exploring	inferring characters'	writing.	Use fronted adverbials.	theme.	Guided reading and
and Charlotte Raby (Read	The Enchantress of the	thoughts, feelings and	Activities to support,	Use a variety of more	Use a wider range of	comprehension questions
Write Inc.)	Sands and genre	motives from their	individual handwriting	complex sentence openers.	simple devices to	comprenension questions
	exemplars.	actions.	targets.	Recognise and use	structure my work.	Writing
Non-fiction:		Use a thesaurus to find		different verb tenses.	Choose nouns or pronouns	Story from another
Biographies	Shared reading	synonyms for words to	<u>Spelling</u>		within and across	culture
Fantastically Great	Class novel	improve my understanding	Weekly spellings following	Punctuation	sentences to aid cohesion	Biography
Women Who Changed the	The Enchantress of the	and vocabulary.	Earth Works spelling	Use a comma after a	and avoid repetition.	вюдгарну
World/ Fantastically	Sands	Make sensible predictions	programme based on	fronted adverbial.		Spelling
Great Women Who Made	Fantastically Great	of what might happen in a	National Curriculum	Use apostrophes to show	Composition and effect	<u>Spening</u> Weekly spelling tests
History - Kate Pankhurst	Women Who Changed the	text.	requirements, including	omission and singular	Plan my writing by	weekiy spennig lesis
	World	Identify how language,	spelling patterns and	possession correctly and	discussing and recording	
Class novel(s):	Fantastically Great	structure and	statutory word lists.	appropriately.	ideas using appropriate	
The Lion, the Witch and	Women Who Made		Statutory words; suffixes	Use inverted commas for	features and structure.	
the Wardrobe - C. S.	History	presentation contribute to	-ing and -ed to verbs;	direct speech in	Use appropriate writing	
Lewis	-	meaning.	homophones; prefixes	independent writing.	features for the task.	
		Skim and scan by	tele- and sub	Correctly and consistently	Create and describe	
		identifying key words to		use full stops, capital	settings, characters and	
		look for, in order to		letters, exclamation	plots in stories.	
		retrieve information.		marks and question marks.	Write effective	
		Identify and summarize			introductions and	
		the main idea of a paragraph.			conclusions for fiction and	
		hanaananh		1	non-fiction.	



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					Edit text, improving my writing by making changes	
					to grammar and	
					vocabulary.	
					Proofread for sense,	
					spelling, grammar and	
					punctuation.	
					Fiction	
					Poetry (nature subject)	
					Non-fiction	
		Explore and discuss texts			Persuasive letters about	
		met in Shared and Guided			deforestation	
		Reading.		Maashadama		
			<u>Handwriting</u>	<u>Vocabulary</u> Vocabulary Ninja word of		
Term 2		Identify themes and	Handwriting practice	the day.	Text structure and	
Topic(s): Remarkable		conventions in a range of	through spelling,	Explore vocabulary	organisation	
Rainforests	Individual reading	books.	vocabulary and writing	relevant to shared texts,	Organise ideas into	Reading
	1:1 reading 1x per week.	Identify the setting (time	activities to produce neat,	history, geography or	paragraphs around a	Accelerated reader
Fiction:	Accelerated Reader	or place) of a text and	joined, fluent and	science units.	theme.	Guided reading and
Poetry: nature poetry	sessions 3x per week.	give reasons.	consistent handwriting.	science units.	Clearly and appropriately	comprehension questions
The Lost Words - Robert	sessions of per week.	Make connections between	Building stamina for	Sentence structure	structure texts for the	Comprehension
Macfarlane	Guided reading	two or more texts and	writing.	Use a growing range of	genre.	assessment
	Daily activities exploring	begin to discuss	Activities to support,	subordinating conjunctions	Use a wider range of	ussessment
Non-fiction:	The Vanishing Rainforest	similarities of themes and	individual handwriting	to extend my sentences.	simple devices to	Writing
Persuasive letters	and The Great Kapok Tree	conventions, settings,	targets.	Recognise and use	structure my work.	Poetry
The Vanishing Rainforest	and genre exemplars.	plots and topics.		different verb tenses.		Persuasive letter
- Richard Platt	and geni e exemplars.	Give a personal response	<u>Spelling</u>		Composition and effect	
The Great Kapok Tree -	Shared reading	to a text, giving reasons	Weekly spellings following	Punctuation	Plan my writing by	Spoken language
Lynne Cherry	Class novel	for my ideas and feelings.	Earth Works spelling	Correctly and consistently	discussing and recording	Presenting poetry
	The Lost Words	Show an understanding of	programme based on	use full stops, capital	ideas using appropriate	r resenting poenty
Class novel(s):	The Vanishing Rainforest	some features that	National Curriculum	letters, exclamation	features and structure.	Spelling
The Lion, the Witch and	The Great Kapok Tree	writers use to provoke	requirements, including	marks and question marks.	Use a rich, varied and	Weekly spelling tests
the Wardrobe – C. S.	The of our happin theo	readers' reactions.	spelling patterns and	Use commas in a list and a	adventurous vocabulary in	Weekly spennig rears
Lewis		Discuss and explain the	statutory word lists.	colon to introduce the list.	my writing and choose	
		effect of particular words	Statutory words; prefixes	Use apostrophes to show	words to create a desired	
		and phrases and how they	super- and auto	plural possession.	effect.	
		capture the reader's			Choose appropriate and	
		interest and imagination.			powerful verbs to add	
					variety and impact.	
					Write effective	
					introductions and	
					conclusions for fiction and	
					non-fiction.	



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		Explore and discuss texts met in Shared and Guided Reading.		<u>Vocabulary</u> Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts,	Edit text, improving my writing by making changes to grammar and vocabulary. Proofread for sense, spelling, grammar and punctuation. Fiction Play scripts about Romulus and Remus	
Term 3 Topic(s): Roman Britain Fiction: Play scripts Romulus and Remus Non-fiction: Explanation Until I Met Dudley - Roger McGough Class novel(s):	Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week. Guided reading Daily activities exploring a variety of texts and extracts. Shared reading Class novel Romulus and Remus Until I Met Dudley	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.	Handwriting Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting. Building stamina for writing. Activities to support, individual handwriting targets. Spelling Weekly spellings following Earth Works spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Statutory words; words ending -sion or -ssion; words ending -cian and -tion; words ending -ation; 's' sound spelled 'sc'; words ending -gue and -que.	history, geography or science units. Sentence structure Recognise proper nouns and use capital letters appropriately. Recognise and use pronouns. Use a wider range of subordinating conjunctions. Express time, place and cause using conjunctions, adverbs and prepositions. Recognise and use different verb tenses correctly. Identify main and subordinate clauses. Punctuation Use full stops, capital letters, exclamation marks and question marks correctly and consistently. Use apostrophes for omission and singular/plural possession. Use commas in a list and a colon to introduce the list.	Non-fiction Explanation texts inspired by Until I Met Dudley. Text structure and organisation Organise ideas into sections and use paragraphs. Structure a text appropriately for the genre. Use simple devices to structure a text. Choose nouns and pronouns within and across sentences. Composition and effect Plan my writing by discussing and recording ideas using appropriate features and structure. Use appropriate writing features for the task. Write interesting introductions and conclusions. Expand noun phrases by using a prepositional phrase.	Reading Accelerated reader Guided reading and comprehension questions Comprehension assessment Mriting Play script Explanation text Spelling Weekly spelling tests



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Term 3 Topic(s): Roman Britain Fiction: Historical narrative Escape from Pompeii - Christina Balit Non-fiction: Newspaper reports Escape from Pompeii - Christina Balit Class novel(s):	Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week. Guided reading Daily activities exploring a variety of texts and extracts. Shared reading Class novel Escape from Pompeii	Explore and discuss texts met in Shared and Guided Reading. 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.	Handwriting Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting. Building stamina for writing. Activities to support, individual handwriting targets. Spelling Weekly spellings following Earth Works spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists.	Vocabulary Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units. Sentence structure Use a wide range of subordinating conjunctions. Express time, place and cause using conjunctions, adverbs and prepositions. Recognise and use a variety of sentence types: simple, compound, complex. Use fronted adverbials. Use a variety of more complex sentence openers, including simple adverbials. Punctuation	Edit text, improving my writing by making changes to grammar and vocabulary. Proofread for sense, spelling, grammar and punctuation. Fiction Historical narratives inspired by Escape from Pompeii. Non-fiction Newspaper reports about the eruption of Vesuvius. Text structure and organisation Organise ideas into sections and use paragraphs. Structure a text appropriately for the genre. Use simple devices to structure a text. I can write a well- structured story in five parts. Composition and effect	Reading Accelerated reader Guided reading and comprehension questions Comprehension assessment Writing Historical narrative Newspaper report Spoken language End of year performance Spelling Weekly spelling tests
Escape from Pompeii - Christina Balit	Class novel	to a text, giving reasons for my ideas and feelings. Show an understanding of some features that writers use to provoke	programme based on National Curriculum requirements, including spelling patterns and	Use a variety of more complex sentence openers, including simple adverbials.	structure a text. I can write a well- structured story in five parts.	End of year performance Spelling

Use commas to separate phrases or clauses within sertences. Use full punctuation rules for speech.	