



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 <i>Anglo-Saxon Boy</i> – Tony Bradman Non-fiction: Non-chronological reports <i>How to be an Anglo-Saxon in 13 easy stages</i> – Scoular Anderson (Collins Big Cat) Class novel(s): <i>The Nothing to See Here Hotel</i> – Steven Butler	Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week. Guided reading Daily activities exploring <i>Anglo-Saxon Boy</i> and genre exemplars. Shared reading 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 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 <i>Anglo-Saxon Boy</i> 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.	Reading Accelerated reader quizzes Guided reading and comprehension questions Writing Recount (start of year baseline) Adventure story Non-chronological report Spelling Weekly spelling tests



					Proofread for sense, spelling, grammar and punctuation.	
<p>Term 1 Topic: Invaders!</p> <p>Fiction: Quest stories <i>Beowulf</i> - Rob Lloyd Hones (Usborne Young Reading)</p> <p>Non-fiction: Discussions/ debates Various non-fiction texts about Anglo-Saxon and Viking invasions</p> <p>Poetry: kennings poems</p> <p>Class novel(s): <i>The Nothing to See Here Hotel</i> - Steven Butler <i>The Lion, the Witch and the Wardrobe</i> - C. S. Lewis</p>	<p>Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week.</p> <p>Guided reading Daily activities exploring <i>Anglo-Saxon Boy</i>, <i>Beowulf</i> and genre exemplars.</p> <p>Shared reading Class novel <i>Beowulf</i> Non-chronological reports</p>	<p>Explore and discuss 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>Handwriting Letter formation of all letters and letter joins - diagonal joins without ascenders/ descenders, diagonal joins with ascenders, diagonal joins with 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>Spelling 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>Vocabulary Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure 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>Punctuation 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>Fiction Quest stories inspired by <i>Beowulf</i></p> <p>Non-fiction Discussions/ debates - is it ever right to invade?</p> <p>Poetry kennings poems inspired by <i>Beowulf</i></p> <p>Text structure and organisation Begin to change paragraphs with increasing accuracy. Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Composition and effect Plan my writing by discussing and recording ideas using appropriate features and structure. Use a rich, varied and adventurous vocabulary in my writing and 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.</p>	<p>Reading Accelerated reader Guided reading and comprehension questions Comprehension assessment</p> <p>Writing Quest story Kennings poem Discussion text</p> <p>Spelling Weekly spelling tests</p> <p>Spoken language Oral debate</p>



A Small School with a BIG Heart

Ellingham C of E
Primary School

					Edit text, improving my writing by making changes to grammar and vocabulary. Proofread for sense, spelling, grammar and punctuation.	
<p>Term 2 Topic: Remarkable Rainforests</p> <p>Fiction: <i>Stories from other cultures</i> <i>The Enchantress of the Sands</i> - Janey Pursglove and Charlotte Raby (Read Write Inc.)</p> <p>Non-fiction: <i>Biographies</i> <i>Fantastically Great Women Who Changed the World/ Fantastically Great Women Who Made History</i> - Kate Pankhurst</p> <p>Class novel(s): <i>The Lion, the Witch and the Wardrobe</i> - C. S. Lewis</p>	<p>Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week.</p> <p>Guided reading Daily activities exploring <i>The Enchantress of the Sands</i> and genre exemplars.</p> <p>Shared reading Class novel <i>The Enchantress of the Sands</i> <i>Fantastically Great Women Who Changed the World</i> <i>Fantastically Great Women Who Made History</i></p>	<p>Explore and discuss texts met in Shared and Guided Reading.</p> <p>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.</p>	<p>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.</p> <p>Spelling Weekly spellings following Earth Works spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Statutory words; suffixes -ing and -ed to verbs; homophones; prefixes tele- and sub-.</p>	<p>Vocabulary Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure Recognise and use a variety of sentence types. Use fronted adverbials. Use a variety of more complex sentence openers. Recognise and use different verb tenses.</p> <p>Punctuation Use a comma after a fronted adverbial. Use apostrophes to show omission and singular possession correctly and appropriately. Use inverted commas for direct speech in independent writing. Correctly and consistently use full stops, capital letters, exclamation marks and question marks.</p>	<p>Fiction <i>Stories from other cultures</i> inspired by <i>The Enchantress of the Sands</i></p> <p>Non-fiction <i>Biographies</i> of inspirational people</p> <p>Text structure and organisation Organise ideas into paragraphs around a theme. Use a wider range of simple devices to structure my work. Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Composition and effect Plan my writing by discussing and recording ideas using appropriate features and structure. Use appropriate writing features for the task. Create and describe settings, characters and plots in stories. Write effective introductions and conclusions for fiction and non-fiction.</p>	<p>Reading Accelerated reader Guided reading and comprehension questions</p> <p>Writing Story from another culture Biography</p> <p>Spelling Weekly spelling tests</p>



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<p>Term 2 Topic(s): Remarkable Rainforests</p> <p>Fiction: Poetry: nature poetry <i>The Lost Words</i> - Robert Macfarlane</p> <p>Non-fiction: Persuasive letters <i>The Vanishing Rainforest</i> - Richard Platt <i>The Great Kapok Tree</i> - Lynne Cherry</p> <p>Class novel(s): <i>The Lion, the Witch and the Wardrobe</i> - C. S. Lewis</p>	<p>Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week.</p> <p>Guided reading Daily activities exploring <i>The Vanishing Rainforest</i> and <i>The Great Kapok Tree</i> and genre exemplars.</p> <p>Shared reading Class novel <i>The Lost Words</i> <i>The Vanishing Rainforest</i> <i>The Great Kapok Tree</i></p>	<p>Explore and discuss 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>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.</p> <p>Spelling Weekly spellings following Earth Works spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Statutory words; prefixes super- and auto-.</p>	<p>Vocabulary Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure Use a growing range of subordinating conjunctions to extend my sentences. Recognise and use different verb tenses.</p> <p>Punctuation Correctly and consistently use full stops, capital letters, exclamation marks and question marks. Use commas in a list and a colon to introduce the list. Use apostrophes to show plural possession.</p>	<p>Fiction Poetry (nature subject)</p> <p>Non-fiction Persuasive letters about deforestation</p> <p>Text structure and organisation Organise ideas into paragraphs around a theme. Clearly and appropriately structure texts for the genre. Use a wider range of simple devices to structure my work.</p> <p>Composition and effect Plan my writing by discussing and recording ideas using appropriate features and structure. Use a rich, varied and adventurous vocabulary in my writing and 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.</p>	<p>Reading Accelerated reader Guided reading and comprehension questions Comprehension assessment</p> <p>Writing Poetry Persuasive letter</p> <p>Spoken language Presenting poetry</p> <p>Spelling Weekly spelling tests</p>



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<p>Term 3 Topic(s): Roman Britain</p> <p>Fiction: <i>Play scripts</i> <i>Romulus and Remus</i></p> <p>Non-fiction: <i>Explanation</i> <i>Until I Met Dudley - Roger McGough</i></p> <p>Class novel(s):</p>	<p>Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week.</p> <p>Guided reading Daily activities exploring a variety of texts and extracts.</p> <p>Shared reading Class novel <i>Romulus and Remus</i> <i>Until I Met Dudley</i></p>	<p>Explore and discuss texts met in Shared and Guided Reading.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Vocabulary Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>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.</p> <p>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.</p>	<p>Fiction <i>Play scripts</i> about Romulus and Remus</p> <p>Non-fiction <i>Explanation texts</i> inspired by <i>Until I Met Dudley</i>.</p> <p>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.</p> <p>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.</p>	<p>Reading Accelerated reader Guided reading and comprehension questions Comprehension assessment</p> <p>Writing <i>Play script</i> <i>Explanation text</i></p> <p>Spelling Weekly spelling tests</p>



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<p>Term 3 Topic(s): Roman Britain</p> <p>Fiction: Historical narrative <i>Escape from Pompeii</i> - Christina Balit</p> <p>Non-fiction: Newspaper reports <i>Escape from Pompeii</i> - Christina Balit</p> <p>Class novel(s):</p>	<p>Individual reading 1:1 reading 1x per week. Accelerated Reader sessions 3x per week.</p> <p>Guided reading Daily activities exploring a variety of texts and extracts.</p> <p>Shared reading Class novel <i>Escape from Pompeii</i></p>	<p>Explore and discuss 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>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.</p> <p>Spelling Weekly spellings following Earth Works spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists. Statutory words; prefixes anti- and inter-; words starting gu-; 'ch' sound spelled 'sh'; words ending -ous.</p>	<p>Vocabulary Vocabulary Ninja word of the day. Explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>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.</p> <p>Punctuation Use full stops, capital letters, exclamation marks and question marks correctly and consistently. Use apostrophes for omission and singular/plural possession. Use a comma after a fronted adverbial.</p>	<p>Fiction Historical narratives inspired by <i>Escape from Pompeii</i>.</p> <p>Non-fiction Newspaper reports about the eruption of Vesuvius.</p> <p>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.</p> <p>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.</p>	<p>Reading Accelerated reader Guided reading and comprehension questions Comprehension assessment</p> <p>Writing Historical narrative Newspaper report</p> <p>Spoken language End of year performance</p> <p>Spelling Weekly spelling tests</p>



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				<p>Use commas to separate phrases or clauses within sentences.</p> <p>Use full punctuation rules for speech.</p>	<p>Create and describe settings, characters and plots.</p> <p>Choose appropriate and powerful verbs to add variety and impact.</p> <p>Use a rich, varied and adventurous vocabulary in my writing and choose words to create a desired effect.</p> <p>Recognise and use similes, alliteration, metaphors and personification.</p> <p>Edit text, improving my writing by making changes to grammar and vocabulary.</p> <p>Proofread for sense, spelling, grammar and punctuation.</p>	
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