



**Cycle A English Year 3 & 4**

**Unit of Work:** Folk Tales

**Term:** Autumn 1

**Length:** 3-4 weeks

**Writing outcome:** Innovation of The Lancashire Giant & presentation of innovated narrative to an audience using props, images, actions etc.

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
<ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-'.</li> <li>Listening to and discussing a range of fiction.</li> <li>Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories.</li> <li>Sequencing and discussing the main events in stories.</li> <li>Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</li> <li>Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</li> <li>Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Raising questions during the reading process to deepen understanding e.g. I wonder why the character...</li> </ul>	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings eg in, ir, sub, inter, super, anti, auto.</li> <li>Listen to, read and discuss a folk tale.</li> <li>Retell a folk tale.</li> <li>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms</li> <li>Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust</i>.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Make predictions based on information stated and implied.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Demonstrate active reading strategies and capture in reading journals eg generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</li> <li>Use inverted commas to punctuate direct speech (speech marks).</li> <li>Read and analyse narrative in order to plan and write their own versions.</li> <li>Create and develop plots based on a model.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action</i>.</li> <li>Linking ideas within paragraphs e.g. <i>fronted adverbials for when and where</i>.</li> <li>Use commas to mark clauses in complex sentences.</li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>Read and analyse a folk tale in order to plan and write their own versions.</li> <li>Discuss and record ideas for planning e.g. <i>chunk a plot</i>.</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>

**Possible texts:**

- Regional folk tales e.g. The Lancashire Giant – Espresso.
- The Three Wishes.
- The Old Lady who lived in a Vinegar Bottle.
- The Tin Forest by Helen Ward.



**Cycle A English Year 3 & 4**

**Unit of Work:** Biography

**Term:** Autumn 1

**Length:** 2-3 weeks

**Writing outcome:** Biography of a regional/local hero.

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
<ul style="list-style-type: none"> <li>Listening to and discussing a range of biographies.</li> <li>Reading a range of biographies.</li> <li>Discussing the purpose of paragraphs.</li> <li>Identifying a key idea in a paragraph.</li> <li>Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> <li>Navigating texts in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, read and discussing a range of biographies.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these eg Clitheroe castle is a worthwhile place to visit because 1/2/3 reasons.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction texts.</li> <li>Scan for dates, numbers and names.</li> <li>Navigate texts eg contents and index page to locate and retrieve information.</li> <li>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, after, before</i>.</li> <li>Discussing and recording ideas for planning.</li> <li>Grouping related material into paragraphs.</li> <li>Using headings and sub headings to organise information.</li> </ul>	<ul style="list-style-type: none"> <li>Recap Y3 skill: Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>Recap Y3 skill: Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>if, while, since, after, before, so, although, until, in case</i>.</li> <li>Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>.</li> <li>Reading and analysing non-fiction and in order to plan and write their own.</li> <li>Identifying and discussing the purpose, audience, language and structures of non-fiction for writing.</li> <li>Organising paragraphs in non-fiction.</li> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in light of evaluation</li> </ul>

**Possible texts:**

- Range of simple biographies including print and film versions.
- Stories from School Years - BBC Class Clips ([here](#)).
- Link to Black History month in October



**Cycle A English Year 3 & 4**

**Unit of Work:** Fables

**Term:** Autumn 2

**Length:** 2-3 weeks

**Writing outcome:** Fable based on a structure.

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
<ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>-mis-</i>, <i>re-</i>.</li> <li>Take account of punctuation, when reading.</li> <li>Retell a range of fables.</li> <li>Identify and discuss themes e.g. <i>weak and strong</i>, <i>wise and foolish</i>.</li> <li>Discuss their understanding of the text.</li> <li>Make predictions based on details.</li> <li>Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings eg in, ir, sub, inter, super, anti, auto.</li> <li>Listen to, read and discuss a fable.</li> <li>Retell a range of fables.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Identify, analyse and discuss themes e.g. <i>safe and dangerous</i>, <i>just and unjust</i>.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Make predictions based on information stated and implied.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock</i>, <i>an open box</i>.</li> <li>Select, generate and effectively use adverbs e.g. <i>suddenly</i>, <i>silently</i>, <i>soon</i>, <i>eventually</i>.</li> <li>Read and analyse fables in order to plan and write their own versions.</li> <li>Create and develop characters for a fable.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases</i>, <i>powerful verbs</i>, <i>synonyms for said</i> appropriate to text type.</li> <li>Group related material into paragraphs.</li> <li>Use further <i>prefixes</i> and understand how to add them.</li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain</i>.</li> <li>Use commas to mark clauses in complex sentences.</li> <li>Reading and analysing narrative in order to plan and write their own.</li> <li>Identifying and discussing the purpose, audience, language and structures of narrative for writing.</li> <li>Discussing and recording ideas for planning e.g. <i>story mountain</i>, <i>story map</i>, <i>text map</i>, <i>non-fiction bridge</i>, <i>story board</i>, <i>boxing-up text types to create a plan</i>.</li> <li>Organising paragraphs in narrative and non-fiction.</li> <li>Linking ideas within paragraphs e.g. <i>fronted adverbials</i> for <i>when and where</i>.</li> <li>Generating and select from vocabulary banks e.g. <i>powerful adverbs</i>, <i>adverbial phrases</i>, <i>technical language</i>, <i>persuasive phrases</i>, <i>alliteration</i> appropriate to text type.</li> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in light of evaluation</li> <li>Use further prefixes and understand how to add them.</li> </ul>

Possible texts:

- Aesop's Fables by Michael Rosen.
- Penguin and Ostrich YouTube clip ([here](#)).
- Little Fables – The Lion and the Mouse YouTube clip ([here](#)).
- Aesop's Fables – BBC School Radio ([here](#)).
- The Hare and the Tortoise – BBC Learning Zone ([here](#)).
- Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip ([here](#)).
- The Sun and the Wind – BBC Learning Zone ([here](#)).
- The Town Rat and the Country Rat – BBC Learning Zone ([here](#)).



**Cycle A English Year 3 & 4**

**Unit of Work:** Poems with a structure

**Term:** Autumn 2

**Length:** 1-2 weeks.

**Writing outcome:** Poem based on a structure.

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
<ul style="list-style-type: none"> <li>Listen to and discuss a range of poems with a structure e.g. <i>shape, calligrams, concrete</i>.</li> <li>Read a range of poems and use intonation, tone and volume when reading aloud.</li> <li>Discuss their understanding of poems read.</li> <li>Analyse and evaluate poems looking at language, structure and presentation.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance</li> <li>Using appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images.</li> <li>Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Learn a poem by heart and rehearse for performance.</li> <li>Prepare a poem to perform to the class. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with expression.</li> <li>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Learn a range of poems by hear and rehearse for performance. Perform their own compositions by:</li> <li>Using appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms</i>.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in the light of evaluation.</li> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul> <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> <li>Using appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> </ul>

**Possible texts:**

- Snake Glides by Keith Bosley.
- The Raindrop by John Travers Moore.
- Word Whirls and other Shape Poems by John Foster.
- Kenn Nesbitt's Poetry 4 Kids – How to write concrete poetry ([here](#)).
- Angela's Poems – Shape Poems or Calligram ([here](#)).
- Young Writers – Shape Poems ([here](#)).
- Pie Corbett – Writing a Shape Poem YouTube clip ([here](#)).
- Coming Home (Robin story) – Michael Morpurgo



**Cycle A English Year 3 & 4**

**Unit of Work: Persuasive letters**

**Term: Autumn 2**

**Length: 2-3 weeks**

**Writing outcome:** Persuasive letter linked to science, design and technology or physical education.

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
<ul style="list-style-type: none"> <li>Listen to and discuss a range of letters including persuasive letters.</li> <li>Read a range of letters including persuasive letters.</li> <li>Analyse and evaluate letters by looking at language, structure and presentation.</li> <li>Discuss their understanding of the text.</li> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> <li>Evaluate how specific information is organised within a persuasive letter.</li> <li>Analyse texts looking at structure and presentation eg persuasive letters</li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes to understand meanings, e.g. <i>-tion, -sion</i>.</li> <li>Listen to, read and discuss a range of persuasion in different forms e.g. letters, <i>advertisements, leaflets in print and on screen</i>.</li> <li>Identify key points from the text using point and evidence.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>Analyse and evaluate how specific information is organised within a persuasive text.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>In Year Three we <b>have</b> been researching the different foods which are healthy.</i></li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, so, although</i>.</li> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Read and analyse letters in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, language and structures of persuasive letters.</li> <li>Discuss and record ideas for planning.</li> <li>Group related material into paragraphs.</li> <li>Discuss and propose changes with partners and proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, select and effectively use pronouns.</li> <li>Read and analyse persuasive texts in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, language and structures of persuasion.</li> <li>Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan</i>.</li> <li>Generate and select from vocabulary banks e.g. <i>persuasive phrases, alliteration</i> appropriate to persuasion.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in light of evaluation.</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>

**Possible texts:**

**Letters**

- Rumblewick Letters: My Unwilling Witch by Hiawyn Oram.
- Dear Greenpeace by Simon James.
- Dear Teacher by Amy Husband.
- The Jolly Postman by Allan Ahlberg.
- Letters to Edward by Wendy Body.
- Little Wolf's Book of Badness by Ian Whybrow.
- An Introduction to Letter Writing – Reading Rockets website ([here](#)).

**Persuasion**

- Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett.

**Adverts**

- Aquafresh toothpaste advert – YouTube clip ([here](#)).

- Rice Krispies 1996 advert – YouTube clip ([here](#)).



**Cycle A English Year 3 & 4**

**Unit of Work:** Narrative based on text read.

**Term:** Spring 1

**Length:** 3-4 weeks.

**Writing outcome:** Narrative based on story or novel.

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
<ul style="list-style-type: none"> <li>■ Regularly listen to whole novels read aloud.</li> <li>■ Use dictionaries to check meanings of words they have read.</li> <li>■ Sequence and discuss the main events in stories.</li> <li>■ Explain the meaning of unfamiliar words by using the context.</li> <li>■ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why she...</i></li> <li>■ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>■ Use point and evidence to structure and justify responses.</li> <li>■ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</li> <li>■ Use suffixes to understand meanings eg – ly (meaning in this way): energetically, frantically, gently, nobly, comically.</li> <li>■ Use suffixes to understand meanings eg ly, ous.</li> </ul>	<ul style="list-style-type: none"> <li>■ Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading.</li> <li>■ Regularly listen to whole novels read aloud by the teacher.</li> <li>■ Analyse and compare a range of plot structures.</li> <li>■ Make predictions based on information stated and implied.</li> <li>■ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking.</li> <li>■ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>■ Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because 1/2/3 reasons</i>.</li> <li>■ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.</li> <li>■ Use suffixes to understand meanings eg –ation, –tion, –ssion, –cian, –sion.</li> </ul>	<ul style="list-style-type: none"> <li>■ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</li> <li>■ Use inverted commas to punctuate direct speech (speech marks).</li> <li>■ Read and analyse narrative in order to plan and write their own versions.</li> <li>■ Create and develop plots based on a model.</li> <li>■ Group related material into paragraphs.</li> <li>■ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>■ Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>■ Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>if, while, since, after, before, so, although, until, in case</i>.</li> <li>■ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Create complex sentences with adverb starters e.g. <i>'Silently trudging through the snow, Sam made his way up the mountain.'</i></li> <li>■ Use inverted commas and other punctuation to indicate direct speech e.g. <i>'The tour guide announced, "Be back here at four o' clock."</i></li> <li>■ Read and analyse narrative in order to plan and write their own versions.</li> <li>■ Discuss and record ideas for planning e.g. <i>story mountain, story board, boxing-up</i>.</li> <li>■ Develop characterisation using vocabulary to create atmosphere, suspense.</li> <li>■ Plan and write an opening paragraph which combines the introduction of a setting and character(s).</li> <li>■ Organise paragraphs in narrative.</li> <li>■ Link ideas within paragraphs, e.g. <i>complex sentence with adverb starters</i>.</li> <li>■ Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action</i>.</li> <li>■ Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled</i>.</li> </ul>

**Possible texts:**

- Stig of the Dump by Clive King.
- Stig of the Dump: Complete BBC Series (2002).
- Stig of the Dump: 1981 Children's BBC Series YouTube clip ([here](#)).
- Stone Age Boy by Satoshi Kitamura.
- Oogo the Cave Boy by Christy Davies.
- Stone Girl, Bone Girl by Laurence Anholt.

- Fossil Girl by Catherine Brighton.
- Stone Soup by Heather Forest (*American*).
- Ug: Boy Genius of the Stone Age and his Search for Soft Trousers by Raymond Briggs.
- A Day in the Life of a Boy from Ancient Britain from the BBC Hands on History website ([here](#)).



**Cycle A English Year 3 & 4**

**Unit of Work:** Poems on a Theme

**Term:** Spring 1

**Length:** 1-2 weeks.

**Writing outcome:** Poem learned by heart for performance; create a poem linked to theme with a structure.

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
<ul style="list-style-type: none"> <li>■ Use knowledge of root words to understand meanings of words.</li> <li>■ Read poems for a range of purposes e.g. <i>enjoyment</i>.</li> <li>■ Recognise some different forms of poetry e.g. <i>narrative, free verse</i>.</li> <li>■ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>■ Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>■</li> </ul>	<ul style="list-style-type: none"> <li>■ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>■ Listen to, read and discuss a range of poetry.</li> <li>■ Explain the meaning of key vocabulary within the context of the text.</li> <li>■ Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images</i>.</li> <li>■ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>■ Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>■ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>■ Read and analyse poetry in order to plan and write their own versions.</li> <li>■ Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>■ Generate and select from vocabulary banks appropriate to text type.</li> <li>■ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>■ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>.</li> </ul>

**Possible texts:**

- The Old Dry Stone Wall by Ann Perrin YouTube clip ([here](#)).
- My Teacher Is a Dinosaur: And Other Prehistoric Poems, Jokes, Riddles and Amazing Facts.
- Caveman Manners and Other Polite Poems by David Steinberg.
- Stone themed poems – linked to music and creating rhythms/raps from the CanTeach website ([here](#)).




**Cycle A English Year 3 & 4**

**Unit of Work:** Discussion

**Term:** Spring 1

**Length:** 2-3 weeks.

<b>Writing outcome:</b> Discussion presenting different points of view.			
<b>Y3 Reading Key Learning</b>	<b>Y4 Reading Key Learning</b>	<b>Y3 Writing Key Learning</b>	<b>Y4 Writing Key Learning</b>
<ul style="list-style-type: none"> <li>Read discussion texts.</li> <li>Discuss their understanding of the text.</li> <li>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts</i>.</li> <li>Read books and texts for a range of purposes.</li> <li>Identify a key idea in a paragraph.</li> <li>Evaluate how specific information is organised within a discussion text.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Develop and agree on rules for effective discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons</i> across a text.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although</i>.</li> <li>Read and analyse discussion texts in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, language and structures of discussion texts for writing.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>technical language</i>, appropriate to discussion texts.</li> <li>Group related material into paragraphs.</li> <li>Range of discussion texts.</li> <li>Uniform vs non-uniform clip from the BBC Bitesize website (<a href="#">here</a>).</li> <li>Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website (<a href="#">here</a>).</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark clauses in complex sentences.</li> <li>Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>; <i>She saw it</i> instead of <i>she seen it</i>.</li> <li>Read and analyse non-fiction in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, language and structures of non-fiction and for writing.</li> <li>Discuss and record ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>.</li> <li>Organise paragraphs in non-fiction.</li> <li>Link ideas within paragraphs.</li> <li>Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type.</li> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>
<b>Possible texts:</b> <ul style="list-style-type: none"> <li>Range of discussion texts.</li> <li>Uniform vs non-uniform clip from the BBC Bitesize website (<a href="#">here</a>).</li> <li>Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website (<a href="#">here</a>).</li> </ul>			

			
<p style="text-align: center;"><b>Cycle A   English   Year 3 &amp; 4</b></p>			
<b>Unit of Work: Novel as a Theme</b> <b>Term:</b> Spring 2 <b>Length:</b> 3-4 weeks <b>Writing outcome:</b> Story based on a plot structure from the focus text or re-written from a different viewpoint.			
<b>Y3 Reading Key Learning</b>	<b>Y4 Reading Key Learning</b>	<b>Y3 Writing Key Learning</b>	<b>Y4 Writing Key Learning</b>



<ul style="list-style-type: none"> <li>■ Use knowledge of root words to understand meanings of words.</li> <li>■ Use intonation, tone and volume when reading aloud.</li> <li>■ Listen to and discuss a range of fiction.</li> <li>■ Regularly listen to whole novels read aloud by the teacher.</li> <li>■ Use dictionaries to check meanings of words they have read.</li> <li>■ Sequence and discuss the main events in stories.</li> <li>■ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>■ Explain the meaning of unfamiliar words by using the context.</li> <li>■ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i></li> <li>■ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>■ Use point and evidence to structure and justify responses.</li> <li>■ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i></li> <li>■ Explain the meaning of key vocabulary within the context of the text.</li> <li>■ Use dictionaries to check meanings of words in the texts that they read.</li> <li>■ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>■ Make predictions based on information stated and implied.</li> <li>■ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>■ Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>■ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i></li> <li>■ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>■</li> </ul>	<ul style="list-style-type: none"> <li>■ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon.</i></li> <li>■ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, in case.</i></li> <li>■ Read and analyse narrative in order to plan and write own version.</li> <li>■ Identify and discuss the language and structures of narrative for writing.</li> <li>■ Create and develop settings for narratives.</li> <li>■ Create and develop characters for narrative.</li> <li>■ Create and develop plots based on a model.</li> <li>■ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs</i>, appropriate to text type.</li> <li>■ Group related material into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>■ Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>■ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>■ <u>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></u></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>■ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>■ Plan and write an opening paragraph which combines setting and character/s.</li> <li>■ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>■ Generate and select from vocabulary banks e.g. <b>adverbial</b> phrases, <i>technical language, persuasive phrases, alliteration.</i></li> <li>■ Use different sentence structures (see VGP).</li> <li>■ <u>Use paragraphs to organise writing in fiction and non-fiction texts.</u></li> <li>■ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i></li> <li>▶ Link ideas across paragraphs using fronted <b>adverbials</b> for when and where e.g. <i>Several hours later..., Back at home...</i> Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>▶ <u>Use commas to mark clauses in complex sentences.</u></li> <li>▶ <u>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></u></li> <li>▶ <u>Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></u></li> <li>■</li> <li>■</li> </ul>
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**Possible texts:**

**The Ice Palace by R Swindells**

- The Iron Man by Ted Hughes.
- The Iron Woman by Ted Hughes.
- The Iron Giant DVD.
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**Cycle A English Year 3 & 4**

**Unit of Work: Recount: Diaries**

**Term:** Spring 2

**Length:** 1 – 2 weeks

- **Writing outcome:** Diary entries which include those written:
  - from own experience.
  - in role as a character.

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
<ul style="list-style-type: none"> <li>■ Listen to and discuss a range of diaries.</li> <li>■ Read a range of recounts: diaries.</li> <li>■ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>diaries</i>.</li> <li>■ Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>■ Discuss their understanding of the text.</li> <li>■ Make predictions based on details stated.</li> <li>■ Use point and evidence to structure and justify responses.</li> <li>■ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</li> </ul>	<ul style="list-style-type: none"> <li>■ Use suffixes to understand meanings e.g. –ation, -tion, –ssion, –cian, -sion.</li> <li>■ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>■ <u>Explain the meaning of key vocabulary within the context of the text.</u></li> <li>■ Use dictionaries to check meanings of words in the texts that they read.</li> <li>■ <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u></li> <li>■ Make predictions based on information stated and implied.</li> <li>■ <u>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</u></li> <li>■ Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>■ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>.</li> <li>■ <u>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</u></li> </ul>	<ul style="list-style-type: none"> <li>■ Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.</li> <li>■ Read and analyse diaries in order to plan and write own versions.</li> <li>■ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>■ Identify and discuss the language and structures of diaries for writing.</li> </ul>	<ul style="list-style-type: none"> <li>■ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> <li>■ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> <li>■ Identify, select and use <b>determiners</b> including:           <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives : <i>this/that; these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> </ul>

**Possible texts:**

- Range of diary extracts.
  - Diary models written by the teacher at an appropriate for the class.
  - My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by Kees Moerbeek.
  - The Diary of Dennis the Menace by Stephen Butler.
  - Diary of a Wimpy Kid by Jeff Kinney.
- Recounts page from the BBC Bitesize website (here).



**Cycle A   English      Year 3 & 4**

**Unit of Work:**

**Term:** Summer 1

**Length:**

**Writing outcome:**

Y3 Reading Key Learning	Y4 Reading Key Learning	Y3 Writing Key Learning	Y4 Writing Key Learning
■	■	■	■

**Possible texts:**

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