



## St Edmund's and St Thomas' Catholic Primary School Y3/4 English Long Term Curriculum Plan



YEAR 3/4	Autumn 1 We Are Family The Great Fairy Tale Disaster – David Conway Goldilocks and Just One Bear – Leigh Hodgkinson The Stone Age, Hunters, Gatherers and Woolly Mammoths – Marcia Williams	Autumn 2 Journeys The Iron Man – Ted Hughes Poetry about travel; Robert Louis Stevenson, The Car trip by Michael Rosen Non-fiction texts about Leeds/Liverpool canal	Spring 1 Objects/People Who Changed the World George's Marvellous Medicine – Roald Dahl Oxford Roald Dahl Dictionary Roald Dahl magazine	Spring 2 Planet Earth The Adventures of Robin Hood – Marcia Williams Eric – Shaun Tan	Summer 1 Can You help Me? The Tear Thief – Carol Ann Duffy Into the Forest – Anthony Brown	Summer 2 Wildlife Connections What a Waste Poetry and information texts linked to the theme of conservation
Literary Form	Picture book, humour, archaic text, traditional tale with a twist, intertextual, information text, captions and diagrams, subject specific vocabulary, fictional biography	Classic children's literature, science fiction, poetry rhyme and rhythm, similes, metaphors, information texts, subject specific vocabulary	Novel, humour, alliteration, rhyme, dictionary, magazine (instructions, persuasive texts comic strips)	Picture book, 1 <sup>st</sup> person narrator, legend, comic strip, humour	Intertextual, fantasy, poetic language, picture book, multiple viewpoints	Information text, subject specific language, information texts, formal language, poetry, simile, metaphor, rhyme
Link to Main NC Area of Learning	History	Geography		PSED	PSED	Science – Plants Living Things and their habitats RE – Our world
PSHE	Role reversal, forgiveness, survival	Environmental themes, destruction, courage	Family, selfishness, change	Social and economic justice, friendship, Isolation, loneliness, difference, outsider	Curiosity, emotions, anxiety, cooperation, curiosity, responsibility taking risks	Pollution, recycling, responsibility, caring for the environment, acting.
Reading	<p><b>Children continue to develop their fluency skills which in turn deepens their comprehension of texts. Fluency is developed through the use of effective word decoding strategies and increased word recognition (accuracy and automaticity). Children are also taught how to read with expression and intonation, applying the correct pace, phrasing, volume whilst paying attention to the punctuation and vocabulary in the text (prosody). Children follow the school's own scheme of work for reading using Reciprocal Reading technique: Predict, Clarify, Question and Summarise. Home reading is linked to the Accelerated Reading programme.</b></p> <p><b>Word Reading:</b>            Use knowledge of root words to understand meanings of words.            Use prefixes to understand meanings e.g. Y3 <i>un-, dis-, mis-, re-, pre-, im-, in-</i> Y4 <i>-ir, il, sub, inter, auto, anti</i>            Use suffixes to understand meanings e.g. <i>-Y3 ly, -ous Y4 tion, sion, ssion, cian, ation, ly, ous</i>            Read and understand words from the statutory Year 3/4 National Curriculum word list</p> <p><b>Reading Comprehension:</b>  <b>Make predictions</b> - Make predictions about a text based on prior knowledge of the topic, event or type of text. Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.  <b>Use prior knowledge to support understanding</b> - Link the events or topic in a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.  <b>Check texts make sense to them</b> - Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.  <b>Use strategies to locate or infer the meaning of unfamiliar words</b> Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.  <b>Build a wide vocabulary</b> - Identify, discuss and collect favourite words and phrases which capture the readers imagination or interest. Identify key vocabulary and discuss possible meanings. Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.  <b>Use a dictionary effectively</b> - Know and use the quartiles of the dictionary efficiently to locate words quickly. Locate words in a dictionary using the second and third place letters.  <b>Ask questions to improve their understanding</b> - Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.  <b>Skim, scan and read closely</b> - Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.  <b>Annotate text</b> - Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful  <b>Summarise understanding</b> – Y3 Retell main points of a story in sequence. Identify a few key points from across a non- fiction passage. Y4 Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.  <b>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</b> - Prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.  <b>Develop and express their understanding</b> - Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information. Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.  <b>Justify their ideas about a text</b> - Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text. Infer from what characters say and do - Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.  <b>Retrieve information from texts</b> - Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Answer: what, where, which, why, how questions. Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing.</p>					

<p><b>Reading linked to writing</b></p>	<p>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify aspects or features that make a text entertaining. Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Answer: what, where, which, why, how questions Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic. Make comparisons of characters and events in narratives. Locate, retrieve and collect information from texts about significant or important elements or aspects. Explain how ideas are developed in non-fiction texts. Identify the main features of non-fiction texts including headings, captions, lists, bullet points and understand how these supports the reader in gaining information efficiently.</p>	<p>Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text. Answer: what, where, which, why, how questions Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read. Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem. Read, prepare and present poems. Prepare and list questions as the basis for enquiry and decide which are the most important to follow up</p>	<p>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text. Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs. Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read. Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text Pick out key sentences and phrases that convey important information. Identify aspects or features that make a text entertaining</p>	<p>Identify and discuss typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Ask questions to develop understanding of characters' feelings and actions. Answer: what, where, which, why, how questions. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text Link cause and effect in narratives and recounts. Deduce the reasons for the way that characters behave from scenes across a narrative. Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.</p>	<p>Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere. Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used. Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.</p>	<p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. Read, prepare and present poems Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text. Express and record their understanding of information orally, using simple graphics, or in writing. Explain how ideas are developed in non-fiction texts. Compare and contrast books and poems on similar themes.</p>
<p><b>Vocabulary, Grammar, Punctuation (and Spelling)</b></p>	<p><b>Grammatical Terminology: Y3</b> <i>noun, noun phrase, adjective, adverb, verb tense (past, present), conjunction, statement, question, exclamation, command, sentence, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Y4 As for Y3 plus: <i>preposition, determiner pronoun, possessive pronoun, clause, subordinate clause, main clause, direct speech, inverted commas</i> Revise how the grammatical patterns in a sentence indicate its function as a command, statement, question and exclamation. Use full stops, question marks, exclamation marks and capital letters correctly. Use expanded noun phrases to describe and specify. Y3 Use and, but, or to join clauses (co-ordinating conjunctions).</p>	<p><b>Grammatical Terminology: Y3</b> <i>noun, noun phrase, adjective, adverb, verb tense (past, present), conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Y4 As for Y3 plus: <i>preposition, determiner pronoun, possessive pronoun, clause, subordinate clause, main clause, direct speech, inverted commas, adverbial, fronted adverbial</i> Write sentences with more than one clause using a range of subordinating conjunctions including: when, if, because, although.</p>	<p><b>Grammatical Terminology: Y3</b> <i>noun, noun phrase, adjective, adverb, verb tense (past, present), conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Y4 As for Y3 plus: <i>preposition, determiner pronoun, possessive pronoun, clause, subordinate clause, main clause, direct speech, inverted commas, adverbial, fronted adverbial</i> Indicate possession by using the possessive apostrophe with plural nouns. Use inverted commas to punctuate direct speech and explore other forms of punctuation such as punctuation within inverted speech marks and a comma after the reporting clause.</p>	<p><b>Grammatical Terminology: Y3</b> <i>noun, noun phrase, adjective, adverb, verb tense (past, present), conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Y4 As for Y3 plus: <i>preposition, determiner pronoun, possessive pronoun, clause, subordinate clause, main clause, direct speech, inverted commas, adverbial, fronted adverbial</i> Use the present perfect form Of verbs instead of the simple past tense, e.g. he has gone out to play instead of He went out to play. Expand noun phrases with the addition of modifying adjectives, nouns and prepositions.</p>	<p><b>Grammatical Terminology: Y3</b> <i>noun, noun phrase, adjective, adverb, verb tense (past, present), conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, , consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Y4 As for Y3 plus: <i>preposition, determiner pronoun, possessive pronoun, clause, subordinate clause, main clause, direct speech, inverted commas, adverbial, fronted adverbial</i> Y3 Investigate types of nouns: concrete, proper and abstract. Y4 Consolidate Standard English forms for verb inflections Explore paragraphing as a way of grouping related material. Revise verbs and adverbial phrases</p>	<p><b>Grammatical Terminology: Y3</b> <i>noun, noun phrase, adjective, adverb, verb tense (past, present), conjunction, statement, question, exclamation, command, sentence, clause, subordinate clause, main clause, capital letter, full stop, question mark, exclamation mark, apostrophe (contraction and possession), comma, , consonant, consonant letter, vowel, vowel letter, word family, prefix, suffix, root word, compound, synonym, antonym</i> Y4 As for Y3 plus: <i>preposition, determiner pronoun, possessive pronoun, clause, subordinate clause, main clause, direct speech, inverted commas, adverbial, fronted adverbial</i> Formation of nouns using prefixes, e.g. super, auto, anti Spell words with suffixes: ation, ly, ous, tion, sion, sion, cian</p>

	<p>Use because, when, if, that to link clauses (subordinating conjunctions)</p> <p>Y4 Extend the range of sentences with more than one clause, using a range of conjunctions including: although, when, if, because.</p> <p>Use commas to mark items in a list</p> <p>Use apostrophes to indicate missing letters and to mark singular possession, e.g. the girl's dog.</p> <p>Use the past and present tense correctly in the progressive form e.g. I am eating my lunch, I was eating my lunch.</p> <p>Use the determiners a and a correctly.</p> <p>Explore inverted commas to punctuate direct speech.</p>	<p>Y3 Use conjunctions to express time, place and cause (when, so, after, before, while, because)</p> <p>Y4 Express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Y4 Recognise and use fronted adverbials</p> <p>Y4 Use commas after fronted adverbials</p> <p>Build vocabulary explore synonyms</p>	<p>Build vocabulary explore synonyms and antonyms.</p>	<p>Spell words with suffixes: tion, sion, ssion, cian</p>	<p>Investigate the function of headings and sub headings as an aid to presentation.</p> <p>Build vocabulary explore synonyms and antonyms</p>	
<b>Writing: Transcription</b>	<p>Handwriting – follow Letter Join scheme</p> <p>Daily dictation.</p> <p>Spelling – follow RWI Spelling programme. Learn to spell National Curriculum CEW</p>					
<b>Writing: Composition</b>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss record and organise ideas using a planning frame.</p> <p>Collect and create vocabulary banks</p> <p>Join clauses using a wider range of conjunctions (when, before, if, after, while, so, because,).</p> <p>Use expanded noun phrases to describe and specify. Use pronouns and nouns within and across sentences to avoid repetition.</p> <p>Use first and third person correctly.</p> <p>Use present and past tense correctly.</p> <p>Write narratives which include the main features of story structure and use these to organise events. (Beginning, problem, resolution and ending).</p> <p>With some support, proof-read writing: to ensure it makes sense.</p> <p>With some support amend spelling and punctuation errors</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss record and organise ideas using a planning frame.</p> <p>Collect, create and use vocabulary banks</p> <p>Write descriptions of settings selecting vocabulary to create atmosphere or suspense</p> <p>Compose sentences with fronted adverbials for when and where.</p> <p>Use adverbs to express time, place and cause.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>With some support amend spelling and punctuation errors.</p> <p>Proof read writing to improve vocabulary choices.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss record and organise ideas using a planning frame.</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour and atmosphere.</p> <p>Begin to use paragraphs to group ideas around a theme.</p> <p>Plan and write an opening paragraph which combines descriptions of setting and characters.</p> <p>Compose sentences with fronted adverbials for when and where.</p> <p>Improvise and compose dialogue.</p> <p>Collect, create and use noun phrase vocabulary banks.</p> <p>Use expanded noun phrases to describe.</p> <p>Use adverbs and prepositions to express time, place and cause.</p> <p>Proof read to check for errors in spelling, grammar, vocabulary choices and punctuation</p>	<p>Discuss the audience and purpose of the writing and record and organise ideas using a planning frame</p> <p>Write narratives which include the main features of story structure and use these to organise events. (Beginning, problem, resolution and ending), include dialogue.</p> <p>Compose dialogue to show how a character feels.</p> <p>Begin to use paragraphs to group ideas around a theme.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use adverbs and prepositions to express time, place and cause.</p> <p>Compose sentences with fronted adverbials for when and where.</p> <p>Proof read own work and amend spelling and punctuation errors.</p> <p>Proof read writing to improve grammar and vocabulary choices</p>	<p>Discuss the audience and purpose of the writing and record and organise ideas using a planning frame</p> <p>Create and develop settings for narratives</p> <p>Create and develop characters for narratives.</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph which combines descriptions of setting and characters.</p> <p>Improvise and compose dialogue, demonstrating an understanding of Standard and non-Standard English.</p> <p>Use paragraphs to group ideas around a theme.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use pronouns and nouns within and across sentences to avoid repetition.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Generate a vocabulary bank.</p> <p>Discuss and record ideas for planning using a range of formats.</p> <p>Group related material into paragraphs.</p> <p>Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>.</p> <p>Use paragraphs to organise writing in non-fiction texts.</p> <p>Use nouns for precision.</p> <p>Proof read own work the work of others. Discuss and propose changes (grammar, spelling and punctuation) with partners and in small groups.</p> <p>Improve writing in the light of evaluation.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences</p>
<b>Writing Outcomes</b>	<p>Story mapping/oral retelling of story or parts of story</p> <p>Character and setting descriptions</p> <p>Diary entries written in role</p> <p>Plan and write an alternative traditional tale</p> <p>Research and write an information leaflet/web page</p> <p>Instructions</p>	<p>Character and setting descriptions</p> <p>Speech and thought bubbles,</p> <p>Diary entries showing contrasting viewpoints</p> <p>Y3 Recount a scene from the story</p> <p>Y4 Write an episode of the story from a different viewpoint.</p> <p>Poem</p> <p>Research and write an information leaflet</p>	<p>Character descriptions</p> <p>Y3 Recount parts of the story from a different viewpoint</p> <p>Y4 Plan and write a missing episode</p> <p>Playscript - scene</p> <p>Letter</p> <p>Instructions/recipes</p>	<p>Recount story from a different viewpoint</p> <p>Write a diary in role</p> <p>Letter</p> <p>Plan and write an adventure narrative for younger pupils.</p>	<p>Setting descriptions</p> <p>Write the next scene</p> <p>Innovate and write own version of original stories</p> <p>Write an email in role</p> <p>Write an advisory note to a character</p> <p>Recount narrative from a character's point of view</p>	<p>Persuasive writing – letters, advert</p> <p>Research and write a non-chronological reports/magazine article</p> <p>Poems – different forms</p>

