



English Long term plan

"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."

Year 3/4 (Turtle Class) Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Books (Reading Lesson)	<ul style="list-style-type: none"> The Queen's Nose The Raven 	<ul style="list-style-type: none"> The Girl who Stole an Elephant 	<ul style="list-style-type: none"> Varjak Paw 	<ul style="list-style-type: none"> Young Gifted and Black 	<ul style="list-style-type: none"> The Boy at the back of the class 	<ul style="list-style-type: none"> The Wind in the Willows
Reading Objectives	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying main ideas drawn from more than one paragraph and summarising these predicting what might happen from details stated and implied identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					



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Writing Genre	<ul style="list-style-type: none"> Strong start (SPAG) Poems which explore form First person diary entries - imaginative 	<ul style="list-style-type: none"> Third Person adventure stories Persuasive writing - Adverts 	<ul style="list-style-type: none"> Stories from other cultures Explanatory text - Digestive system 	<ul style="list-style-type: none"> Third Person Adventure stories Poems which explore form 	<ul style="list-style-type: none"> News reports - The Saxons Diary Entry - imaginative 	<ul style="list-style-type: none"> Stories from other cultures Critical analysis of poetry
Writing Objectives	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording idea Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofreading for spelling and punctuation errors Reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Adopt and sustain the appropriate perspective Recognise and use conventions for formal and informal writing 					



Medlar-with-Wesham C of E Primary School



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Year 3/4 (Turtle Class) Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Books	<ul style="list-style-type: none"> Greta and the Giants The Pebble in my Pocket 	<ul style="list-style-type: none"> Leon and the Place Between Twas the Night Before Christmas 	<ul style="list-style-type: none"> Sam Wu is NOT afraid of the Dark 	<ul style="list-style-type: none"> Operation Gadgetman 	<ul style="list-style-type: none"> The Dancing Bear 	<ul style="list-style-type: none"> The Magician's Nephew
Reading Objectives	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p>					



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Recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Asking questions to improve their understanding of a text

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Identifying main ideas drawn from more than one paragraph and summarising these

Identifying how language, structure, and presentation contribute to meaning

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



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Writing Genre	<ul style="list-style-type: none"> • First person narrative descriptions • Non-chronological reports 	<ul style="list-style-type: none"> • Performance poetry from other cultures • Dialogue through narrative – Historical stories 	<ul style="list-style-type: none"> • Third person narrative – animal stories • Non-chronological reports 	<ul style="list-style-type: none"> • First person narrative descriptions • Advanced instructional writing 	<ul style="list-style-type: none"> • Third person narrative descriptions • Non-chronological reports 	<ul style="list-style-type: none"> • Formal letters to complain • Dialogue through narrative
Writing Objectives	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofreading for spelling and punctuation errors</p> <p>Reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>VGPS</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials</p> <p>Learning the grammar for year 3</p> <p>Indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Adopt and sustain the appropriate perspective</p> <p>Recognise and use conventions for formal and informal writing</p>					