

Term	Reading	Writing			
<p>Autumn 1 7 weeks</p> <p>Heroes</p>	<p>Texts Beowulf, retold by Rob Lloyd Jones</p> <p>Anglo-Saxons by Ladybird Histories</p>	<p>Information texts (Anglo-Saxons)– 2 weeks <i>Outcome:</i> To write an information text.</p> <table border="1" data-bbox="828 244 2134 683"> <tr> <td data-bbox="828 244 1480 683"> <p><u>Y3 Grammar focuses (taken from KPIs):</u></p> <ul style="list-style-type: none"> • Use headings and sub headings effectively • Express time, place and cause using conjunctions (when, before, after, while, because) <p>EDIT - CUPS</p> </td> <td data-bbox="1480 244 2134 683"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use headings and sub headings effectively • Express time, place and cause using conjunctions (when, before, after, while, because) • Express time, place and cause using prepositions (before, after, during, in, because of) • Locate information using glossaries, contents and indexes and apply to own writing of non-fiction texts <p>EDIT- CUPS</p> </td> </tr> </table>		<p><u>Y3 Grammar focuses (taken from KPIs):</u></p> <ul style="list-style-type: none"> • Use headings and sub headings effectively • Express time, place and cause using conjunctions (when, before, after, while, because) <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use headings and sub headings effectively • Express time, place and cause using conjunctions (when, before, after, while, because) • Express time, place and cause using prepositions (before, after, during, in, because of) • Locate information using glossaries, contents and indexes and apply to own writing of non-fiction texts <p>EDIT- CUPS</p>
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		<p>Beowulf poetry version – 1 week <i>Outcome:</i> To identify kennings.</p>			
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<p>Adventure stories – 4 weeks – 1 week creative / 3 weeks adventure <i>Outcome:</i> To write an Anglo-Saxon adventure story.</p>					
<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Begin to organise paragraphs around a theme • Use varied sentence openers for effect e.g. adverbs • Use varied and rich vocabulary choices including adjectives, expanded noun phrases and preposition phrases (choose one as your focus) <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Organise paragraphs around a theme and use paragraphs/ sections to help organise content • Build cohesion across paragraphs by linking ideas using adverbials of time and place • Choose nouns and pronouns accurately for clarity and cohesion <p>EDIT- CUPS</p>				

<p>Autumn 2 7 weeks (Including assessments)</p> <p>Heroines</p>	<p>Texts The Lost Fairy Tales, retold by Isabel Otter</p> <p>Fantastically Great Women who Worked Wonders by Kate Pankhurst</p> <p>Wicked World by Benjamin Zephaniah</p>	<p>Fact files – 2 weeks <i>Outcome:</i> To create a fact file about a famous woman in history.</p> <table border="1" data-bbox="831 277 2134 644"> <tr> <td data-bbox="831 277 1480 644"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use headings and sub headings effectively • Build cohesion within a paragraph by selecting appropriate pronouns and nouns to avoid repetition • Use varied sentence openers for effect e.g. adverbs, preposition phrases and subordinate clauses (choose one as your focus) <p>EDIT - CUPS</p> </td> <td data-bbox="1480 277 2134 644"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use headings and sub headings effectively • Use a wider range of subordinating conjunctions (before, after, while, when, if, because, although) • Choose nouns and pronouns accurately for clarity and cohesion <p>EDIT- CUPS</p> </td> </tr> </table> <p>Poems from other cultures – 1 week <i>Outcome:</i> To write a poem in the style of Benjamin Zephaniah.</p> <table border="1" data-bbox="831 753 2134 936"> <tr> <td data-bbox="831 753 1480 936"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use similes • Use alliteration. <p>EDIT - CUPS</p> </td> <td data-bbox="1480 753 2134 936"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Broaden use of figurative language to include metaphors, personification and repetition. <p>EDIT- CUPS</p> </td> </tr> </table> <p>Stories from other cultures - 3 weeks <i>Outcome:</i> To write a short story with a female lead.</p> <table border="1" data-bbox="831 1045 2134 1473"> <tr> <td data-bbox="831 1045 1480 1473"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Punctuate direct speech with inverted commas • Use varied sentence openers for effect e.g. adverbs, preposition phrases and subordinate clauses (choose one as your focus) • Use varied and rich vocabulary choices including adjectives, expanded noun phrases and preposition phrases (choose one as your focus) <p>EDIT - CUPS</p> </td> <td data-bbox="1480 1045 2134 1473"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Punctuate direct speech with inverted commas and a comma after a reported clause in speech (e.g The teacher shouted, “Be quiet!”) • Use fronted adverbials (adverbs, phrases and subordinate clauses) • Use a comma after fronted adverbials <p>EDIT- CUPS</p> </td> </tr> </table>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use headings and sub headings effectively • Build cohesion within a paragraph by selecting appropriate pronouns and nouns to avoid repetition • Use varied sentence openers for effect e.g. adverbs, preposition phrases and subordinate clauses (choose one as your focus) <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use headings and sub headings effectively • Use a wider range of subordinating conjunctions (before, after, while, when, if, because, although) • Choose nouns and pronouns accurately for clarity and cohesion <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use similes • Use alliteration. <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Broaden use of figurative language to include metaphors, personification and repetition. <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Punctuate direct speech with inverted commas • Use varied sentence openers for effect e.g. adverbs, preposition phrases and subordinate clauses (choose one as your focus) • Use varied and rich vocabulary choices including adjectives, expanded noun phrases and preposition phrases (choose one as your focus) <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Punctuate direct speech with inverted commas and a comma after a reported clause in speech (e.g The teacher shouted, “Be quiet!”) • Use fronted adverbials (adverbs, phrases and subordinate clauses) • Use a comma after fronted adverbials <p>EDIT- CUPS</p>
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<p>Spring 1 6 weeks</p> <p>Iron Man</p>	<p>Texts Iron man by Ted Hughes</p> <p>The coming of the Iron Man by Brenda Williams</p>	<p>Junkyard poems – 2 weeks <i>Outcome:</i> To create our own junkyard poems.</p> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Use similes • Use alliteration. <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Broaden use of figurative language to include metaphors, personification and repetition. <p>EDIT- CUPS</p>
		<p>Science fiction stories – 4 weeks <i>Outcome:</i> To write about a new Iron Man adventure.</p> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> • To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’. • To punctuate speech accurately using inverted commas. <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> • Fronted adverbials. • Expanded noun phrases. • To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence. • To punctuate speech accurately, using inverted commas and commas. <p>EDIT- CUPS</p>

<p>Spring 2 6 weeks (Including assessments)</p> <p>Disasters and destruction</p>	<p><u>Texts</u> Everything Volcanoes and Earthquakes by Kathy Furgang</p> <p>Escape from Pompeii by Christina Balit</p>	<p>Factual reports – 2 weeks <i>Outcome:</i> To write a report about earthquakes and volcanoes.</p> <table border="1" data-bbox="828 240 2134 571"> <tr> <td data-bbox="828 240 1482 571"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use ‘a’ or ‘an’ correctly. Maintain correct tense throughout writing. To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’. <p>EDIT - CUPS</p> </td> <td data-bbox="1482 240 2134 571"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use standard English verb inflections accurately, e.g. we were. Maintain accurate tense throughout writing. To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence. <p>EDIT- CUPS</p> </td> </tr> </table> <p>Recounts – 3 weeks <i>Outcome:</i> To write a recount of Pompeii from a local person.</p> <table border="1" data-bbox="828 679 2134 975"> <tr> <td data-bbox="828 679 1482 975"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’. To punctuate speech accurately using inverted commas. <p>EDIT - CUPS</p> </td> <td data-bbox="1482 679 2134 975"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> Fronted adverbials. Expanded noun phrases. To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence. <p>EDIT- CUPS</p> </td> </tr> </table>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use ‘a’ or ‘an’ correctly. Maintain correct tense throughout writing. To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’. <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use standard English verb inflections accurately, e.g. we were. Maintain accurate tense throughout writing. To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence. <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’. To punctuate speech accurately using inverted commas. <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> Fronted adverbials. Expanded noun phrases. To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence. <p>EDIT- CUPS</p>
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<p>Summer 1 6 weeks</p> <p>Helping the planet</p>	<p><u>Texts</u> Helping our planet by Jane Bingham</p> <p>What a wonderful world by Louis Armstrong</p>	<p>Instructions – 2 weeks <i>Outcome:</i> To write instructions about sustainability.</p> <table border="1" data-bbox="831 240 2134 501"> <tr> <td data-bbox="831 240 1480 501"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> Maintain correct tense throughout writing. To use ‘a’ or ‘an’ correctly. To use a range of conjunctions, adverbs and prepositions to show time, place and cause. <p>EDIT - CUPS</p> </td> <td data-bbox="1480 240 2134 501"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> Pronouns to aid cohesion and avoid repetition. Apostrophes for singular and plural possession. Fronted adverbials. <p>EDIT- CUPS</p> </td> </tr> </table> <p>What a wonderful world – 2 weeks <i>Outcome:</i> To create our own poetic verse of a song.</p> <table border="1" data-bbox="831 611 2134 719"> <tr> <td data-bbox="831 611 1480 719"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> Organise writing into paragraphs (verses) <p>EDIT - CUPS</p> </td> <td data-bbox="1480 611 2134 719"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> Organise writing into paragraphs (verses) <p>EDIT- CUPS</p> </td> </tr> </table> <p>Persuasive letters – 2 weeks <i>Outcome:</i> To write a persuasive letter.</p> <table border="1" data-bbox="831 829 2134 1161"> <tr> <td data-bbox="831 829 1480 1161"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use ‘a’ or ‘an’ correctly. Maintain correct tense throughout writing. To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’. <p>EDIT - CUPS</p> </td> <td data-bbox="1480 829 2134 1161"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use standard English verb inflections accurately, e.g. we were. Maintain accurate tense throughout writing. To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence. <p>EDIT- CUPS</p> </td> </tr> </table>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> Maintain correct tense throughout writing. To use ‘a’ or ‘an’ correctly. To use a range of conjunctions, adverbs and prepositions to show time, place and cause. <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> Pronouns to aid cohesion and avoid repetition. Apostrophes for singular and plural possession. Fronted adverbials. <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> Organise writing into paragraphs (verses) <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> Organise writing into paragraphs (verses) <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use ‘a’ or ‘an’ correctly. Maintain correct tense throughout writing. To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’. <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> To use standard English verb inflections accurately, e.g. we were. Maintain accurate tense throughout writing. To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence. <p>EDIT- CUPS</p>
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Years 3 and 4 English Long Term Plan

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