

Years 3 and 4 English Long Term Plan

Term	Reading	Writing						
<p><b>Autumn 1</b> <b>7 weeks</b></p> <p><b>Heroes</b></p>	<p><b>Texts</b> Beowulf, retold by Rob Lloyd Jones</p> <p>Anglo-Saxons by Ladybird Histories</p>	<p><b>Information texts (Anglo-Saxons)– 2 weeks</b> <i>Outcome:</i> To write an information text.</p> <table border="1" data-bbox="831 245 2134 687"> <tr> <td data-bbox="831 245 1480 687"> <p><u>Y3 Grammar focuses (taken from KPIs):</u></p> <ul style="list-style-type: none"> <li>• Use headings and sub headings effectively</li> <li>• Express time, place and cause using conjunctions (when, before, after, while, because)</li> </ul> <p>EDIT - CUPS</p> </td> <td data-bbox="1480 245 2134 687"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Use headings and sub headings effectively</li> <li>• Express time, place and cause using conjunctions (when, before, after, while, because)</li> <li>• Express time, place and cause using prepositions (before, after, during, in, because of)</li> <li>• Locate information using glossaries, contents and indexes and apply to own writing of non-fiction texts</li> </ul> <p>EDIT- CUPS</p> </td> </tr> </table> <p><b>Beowulf poetry version – 1 week</b> <i>Outcome:</i> To identify kennings.</p> <table border="1" data-bbox="831 794 2134 943"> <tr> <td data-bbox="831 794 1480 943"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• To use ‘a’ or ‘an’ correctly.</li> </ul> <p>EDIT - CUPS</p> </td> <td data-bbox="1480 794 2134 943"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• To explore metaphorical language</li> </ul> <p>EDIT- CUPS</p> </td> </tr> </table> <p><b>Adventure stories – 4 weeks – 1 week creative / 3 weeks adventure</b> <i>Outcome:</i> To write an Anglo-Saxon adventure story.</p> <table border="1" data-bbox="831 1086 2134 1417"> <tr> <td data-bbox="831 1086 1480 1417"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Begin to organise paragraphs around a theme</li> <li>• Use varied sentence openers for effect e.g. adverbs</li> <li>• Use preposition phrases.</li> </ul> <p>EDIT - CUPS</p> </td> <td data-bbox="1480 1086 2134 1417"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme and use paragraphs/ sections to help organise content</li> <li>• Build cohesion across paragraphs by linking ideas using adverbials of time and place</li> <li>• Use prepositional phrases.</li> </ul> <p>EDIT- CUPS</p> </td> </tr> </table> <p>Alan Peat – Double ly sentences    Alan Peat – 2 pairs sentences</p>	<p><u>Y3 Grammar focuses (taken from KPIs):</u></p> <ul style="list-style-type: none"> <li>• Use headings and sub headings effectively</li> <li>• Express time, place and cause using conjunctions (when, before, after, while, because)</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Use headings and sub headings effectively</li> <li>• Express time, place and cause using conjunctions (when, before, after, while, because)</li> <li>• Express time, place and cause using prepositions (before, after, during, in, because of)</li> <li>• Locate information using glossaries, contents and indexes and apply to own writing of non-fiction texts</li> </ul> <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• To use ‘a’ or ‘an’ correctly.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• To explore metaphorical language</li> </ul> <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Begin to organise paragraphs around a theme</li> <li>• Use varied sentence openers for effect e.g. adverbs</li> <li>• Use preposition phrases.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme and use paragraphs/ sections to help organise content</li> <li>• Build cohesion across paragraphs by linking ideas using adverbials of time and place</li> <li>• Use prepositional phrases.</li> </ul> <p>EDIT- CUPS</p>
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<p><b>6 weeks (Including assessments)</b></p> <p><b>Disasters and destruction</b></p>	<p>Everything Volcanoes and Earthquakes by Kathy Furgang</p> <p>Escape from Pompeii by Christina Balit</p>	<p><i>Outcome:</i> To write a report about earthquakes and volcanoes.</p> <table border="1" data-bbox="810 159 2136 494"> <tr> <td data-bbox="810 159 1478 494"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use 'a' or 'an' correctly.</li> <li>Maintain correct tense throughout writing.</li> <li>To use subordinate clauses, extending using conjunctions, including 'when, if, because and although'.</li> </ul> <p>EDIT - CUPS</p> </td> <td data-bbox="1478 159 2136 494"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use standard English verb inflections accurately, e.g. we were.</li> <li>Maintain accurate tense throughout writing.</li> <li>To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence.</li> </ul> <p>EDIT- CUPS</p> </td> </tr> </table> <p><b>Recounts – 3 weeks</b></p> <p><i>Outcome:</i> To write a recount of Pompeii from a local person.</p> <table border="1" data-bbox="810 606 2136 893"> <tr> <td data-bbox="810 606 1478 893"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending using conjunctions, including 'when, if, because and although'.</li> <li>To punctuate speech accurately using inverted commas.</li> </ul> <p>EDIT - CUPS</p> </td> <td data-bbox="1478 606 2136 893"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Fronted adverbials.</li> <li>Expanded noun phrases.</li> <li>To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence.</li> </ul> <p>EDIT- CUPS</p> </td> </tr> </table> <p>Alan Peat – If, if, if, then sentences</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use 'a' or 'an' correctly.</li> <li>Maintain correct tense throughout writing.</li> <li>To use subordinate clauses, extending using conjunctions, including 'when, if, because and although'.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use standard English verb inflections accurately, e.g. we were.</li> <li>Maintain accurate tense throughout writing.</li> <li>To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence.</li> </ul> <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending using conjunctions, including 'when, if, because and although'.</li> <li>To punctuate speech accurately using inverted commas.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Fronted adverbials.</li> <li>Expanded noun phrases.</li> <li>To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence.</li> </ul> <p>EDIT- CUPS</p>
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<p><b>Summer 1</b> <b>6 weeks</b></p> <p><b>Helping the planet</b></p>	<p><b>Texts</b> Helping our planet by Jane Bingham</p> <p>What a wonderful world by Louis Armstrong</p>	<p><b>Instructions – 2 weeks</b> <i>Outcome:</i> To write instructions about sustainability.</p> <table border="1" data-bbox="831 204 2134 464"> <tr> <td data-bbox="831 204 1480 464"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Maintain correct tense throughout writing.</li> <li>To use ‘a’ or ‘an’ correctly.</li> <li>To use a range adverbs and prepositions to show time.</li> </ul> <p>EDIT - CUPS</p> </td> <td data-bbox="1480 204 2134 464"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Pronouns to aid cohesion and avoid repetition.</li> <li>Apostrophes for singular and plural possession.</li> <li>Fronted adverbials.</li> </ul> <p>EDIT- CUPS</p> </td> </tr> </table> <p><b>What a wonderful world – 2 weeks</b> <i>Outcome:</i> To create our own poetic verse of a song.</p> <table border="1" data-bbox="831 571 2134 683"> <tr> <td data-bbox="831 571 1480 683"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Organise writing into paragraphs (verses)</li> </ul> <p>EDIT - CUPS</p> </td> <td data-bbox="1480 571 2134 683"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Organise writing into paragraphs (verses)</li> </ul> <p>EDIT- CUPS</p> </td> </tr> </table> <p><b>Persuasive letters – 2 weeks</b> <i>Outcome:</i> To write a persuasive letter.</p> <table border="1" data-bbox="831 794 2134 1121"> <tr> <td data-bbox="831 794 1480 1121"> <p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use ‘a’ or ‘an’ correctly.</li> <li>Maintain correct tense throughout writing.</li> <li>To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’.</li> </ul> <p>EDIT - CUPS</p> </td> <td data-bbox="1480 794 2134 1121"> <p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use standard English verb inflections accurately, e.g. we were.</li> <li>Maintain accurate tense throughout writing.</li> <li>To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence.</li> </ul> <p>EDIT- CUPS</p> </td> </tr> </table> <p>Alan Peat – If, if, if then sentences</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Maintain correct tense throughout writing.</li> <li>To use ‘a’ or ‘an’ correctly.</li> <li>To use a range adverbs and prepositions to show time.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Pronouns to aid cohesion and avoid repetition.</li> <li>Apostrophes for singular and plural possession.</li> <li>Fronted adverbials.</li> </ul> <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Organise writing into paragraphs (verses)</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Organise writing into paragraphs (verses)</li> </ul> <p>EDIT- CUPS</p>	<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use ‘a’ or ‘an’ correctly.</li> <li>Maintain correct tense throughout writing.</li> <li>To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use standard English verb inflections accurately, e.g. we were.</li> <li>Maintain accurate tense throughout writing.</li> <li>To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence.</li> </ul> <p>EDIT- CUPS</p>
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<p><b>Summer 2 7 weeks (Including assessments)</b></p> <p><b>Who was William Shakespeare?</b></p>	<p><b><u>Texts</u></b> Illustrated stories from Shakespeare (Macbeth and Biography about William Shakespeare)</p>	<p><b>Tragedies (Macbeth) – 2 weeks</b></p>	
		<p><i>Outcome:</i> To retell part of a story.</p>	
		<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’.</li> <li>To punctuate speech accurately using inverted commas.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Fronted adverbials.</li> <li>Expanded noun phrases.</li> <li>To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence.</li> <li>To punctuate speech accurately, using inverted commas and commas.</li> </ul> <p>EDIT- CUPS</p>
		<p>Alan Peat – 2 pairs sentences</p>	
		<p><b>Playscripts – 2 weeks</b></p>	
		<p><i>Outcome:</i> To write Macbeth as a playscript.</p>	
<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>Organise writing into paragraphs around a theme.</li> <li>To use a range of subordinate clauses, extending using conjunctions, including ‘when, if, because and although’.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To consistently organise writing into paragraphs around a theme.</li> <li>Expanded noun phrases.</li> <li>Fronted adverbials.</li> </ul> <p>EDIT- CUPS</p>		
<p><b>Biographies – 2 weeks</b></p>			
<p><i>Outcome:</i> To write a biography.</p>			
<p><u>Y3 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use ‘a’ or ‘an’ correctly.</li> <li>Maintain correct tense throughout writing.</li> <li>To use subordinate clauses, extending using conjunctions, including ‘when, if, because and although’.</li> <li>To use a range of conjunctions, adverbs and prepositions to show time place and cause.</li> </ul> <p>EDIT - CUPS</p>	<p><u>Y4 Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>To use standard English verb inflections accurately, e.g. we were.</li> <li>Maintain accurate tense throughout writing.</li> <li>To use subordinate clauses, extending sentences, using a range of conjunctions, which are sometimes in varied positions within a sentence.</li> <li>Fronted adverbials.</li> </ul> <p>EDIT- CUPS</p>		

Years 3 and 4 English Long Term Plan

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