

YEAR 3 and 4 A Using a Power of Reading Teaching Sequence to Create an English Curriculum	<i>Autumn 1</i> A Nest Full of Stars – James Berry	<i>Autumn 2</i> The Tin Forest – Helen Ward and Wayne Anderson	<i>Spring 1</i> The Bluest of Blues – Fiona Robinson	<i>Spring 2</i> The Iron Man – Ted Hughes	<i>Summer 1</i> Jemmy Button – Jennifer Uman and Valerio Vidali	<i>Summer 2</i> Oliver and the Seawigs - Philip Reeve and Sarah McIntyre
Literary Form	Poetry	Fiction	Non-fiction	Fiction	Traditional Tales	Modern Fiction
Curriculum Threads: Endeavour/Div ersity/ Community	Caribbean setting and communities	Endeavour of the man to build a forest Community – a man living alone and his contribution to his community.	Women in History – the work of Anna Atkins Families and communities through photographs Endeavour of Anna Atkins through her career.	Endeavour of Hogarth and the Iron Man Farming community	Terra Del Fuego setting Slavery Victorian London community	Family lifestyle, traveller community. Diversity – exploring new places
Reading: Experience, Knowledge, Skills and Strategies	- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; - preparing poems and play scripts to read aloud and to perform, showing understandin g through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of	- continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books & preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding ▪ 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 how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - provide reasoned justifications for their views	•Increase familiarity with a range of books; - Identify themes and conventions; - Prepare play scripts to read aloud; - Show understanding through intonation, tone, volume and action; - Discuss words and phrases that capture readers' interest and imagination; - Draw inferences about characters' feelings, thoughts, emotions and actions.	- Develop positive attitudes to reading by listening to and discussing a wide range of fiction - Increase familiarity with a range of books - Identify themes and conventions - Discuss words and phrases that capture readers' interest and imagination - Ask questions to improve understanding of the text - Draw inferences and justify inferences with evidence - Identify how language and structure contribute to meaning	- Increase familiarity with a range of books; - Identify themes and conventions; - Show understanding through intonation, tone, volume and action; - Discuss words and phrases that capture readers' interest and imagination; - Draw inferences about characters' feelings, thoughts, emotions and actions.	- Increase familiarity with a range of books; - Identify themes and conventions; - Prepare play scripts to read aloud; - Show understanding through intonation, tone, volume and action; - Discuss words and phrases that capture readers' interest and imagination; - Draw inferences about characters' feelings, thoughts, emotions and actions.

	poetry [for example, free verse, narrative poetry] • 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.					
Spelling	Jane Considine Spelling Book Weeks 1 to 6	Jane Considine Spelling Book Weeks 7 to 12	Jane Considine Spelling Book Weeks 13 to 18	Jane Considine Spelling Book Weeks 19 to 24	Jane Considine Spelling Book Weeks 25 to 30	Jane Considine Spelling Book Weeks 31 to 36
Writing: Transcription Year 3	Continue with the second join – the horizontal join wa, wi, wn, wo, ws, wu, wy A horizontal join to the letter ‘e’ R Letters: r, b, n, h, m, k, p (2 weeks) R,B,N,M,K,P Letters: v, w, x, z (2 weeks) V,W,X,Z More complex letters: f, j, y (2 weeks) F,J,Y		Continue with the third join - a diagonal join from a letter to a letter with an ascender lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st, ca, ci, co, cu, ia, im, L,I,T,U (3weeks) in, io, ir, iu, ma, mi, mm, R,B,N,M,K,P (3 weeks) F,J,Y (1 week)		Continue with the third join - a diagonal join from a letter to a letter with an ascender th, tt, ub, uh, uk, ul, ut ob, oh, ok, ol, ot, rt ua, ui, um, un, uo, (2 weeks) ag, aj, dy, ig, ip, lp (2 weeks) mp, np, ug, up (2 weeks)	
Writing: Transcription Year 4	Join from the letter ‘s’ sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw Join to letters with hooks, lines and loops ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu,		Practise writing words with capital letters. Practise combining all 4 joins when writing sentences. Practise printing using geographical vocabulary Join to letters with hooks, lines and loops ga, ge, gi, gl, go, gr, gs, gu, wh		Consolidation Recap on the 4 basic joins Recap on specific letter joins to ensure children are writing in a fluent style.	
Writing: Composition	- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; - Draft and write by composing and rehearsing sentences orally; - In narrative create settings, characters and plot; - Develop creative and imaginative writing by adopting, creating and	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader	- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; - Draft and write by composing and rehearsing sentences orally; - In narrative create settings, characters and plot; - Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.	- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar - Plan writing by discussing and recording ideas - Draft and write by composing and rehearsing sentences orally - Draft and write by organising paragraphs around a theme - In non-narrative use simple organisational devices	- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; - Draft and write by composing and rehearsing sentences orally; - In narrative create settings, characters and plot;	- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar; - Draft and write by composing and rehearsing sentences orally; - In narrative create settings, characters and plot; - Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.



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	sustaining a range of roles.	• assessing the effectiveness of their own and others' writing • proof read for spelling and punctuation errors			• Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.	
Grammar	Writing to entertain Use fronted adverbials to show how/when an event occurs, Without a sound... After a moment... ☐ Use expanded noun phrases to add detail & description ...the dark gloomy cupboard under the stairs... ☐ Use subordinate clauses to add detail or context Although Theseus was scared, he prepared to enter the maze. ☐ Use nouns & pronouns for clarity and cohesion They crept into Minos's great labyrinth. Inside the maze....	Writing to entertain Use fronted adverbials to show how/when an event occurs, Without a sound... After a moment... ☐ Use expanded noun phrases to add detail & description ...the dark gloomy cupboard under the stairs... ☐ Use subordinate clauses to add detail or context Although Theseus was scared, he prepared to enter the maze. ☐ Use nouns & pronouns for clarity and cohesion They crept into Minos's great labyrinth. Inside the maze....	Writing to inform Use subordinating conjunctions to join clauses, including as openers, Although they have a fierce reputation, the Vikings weren't all bad. ☐ Use expanded noun phrases to inform, A tall dark-haired man was seen leaving the scene. ☐ Use commas to separate adjectives in a list, You will need flour, eggs, sugar and water. ☐ Use relative clauses to add further detail We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.	Writing to persuade ☐ Use imperative verbs to convey urgency, Buy it today! Listen very carefully.... ☐ Use rhetorical questions to engage the reader, Do you want to have an amazing day out? ☐ Use noun phrases to add detail and description, Our fantastic resort has amazing facilities for everyone ☐ Use relative clauses to provide additional enticement Our hotel, which has 3 swimming pools, overlooks a beautiful beach	Writing to inform (Geography) Use subordinating conjunctions to join clauses, including as openers, Although they have a fierce reputation, the Vikings weren't all bad. ☐ Use expanded noun phrases to inform, A tall dark-haired man was seen leaving the scene. ☐ Use commas to separate adjectives in a list, You will need flour, eggs, sugar and water. ☐ Use relative clauses to add further detail We went to Downing Street, where the Prime Minster	Writing to entertain Use fronted adverbials to show how/when an event occurs, Without a sound... After a moment... ☐ Use expanded noun phrases to add detail & description ...the dark gloomy cupboard under the stairs... ☐ Use subordinate clauses to add detail or context Although Theseus was scared, he prepared to enter the maze. ☐ Use nouns & pronouns for clarity and cohesion They crept into Minos's great labyrinth. Inside the maze....

			Begin to use present perfect tense to place events in time, This week we have visited the Science Museum.		lives, before visiting the Houses of Parliament. Begin to use present perfect tense to place events in time, This week we have visited the Science Museum.	
National Curriculum Vocabulary, Grammar, Punctuation	- Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. - Expressing time, place and cause using conjunctions, adverbs or prepositions. - Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. - Introduction to inverted commas to punctuate direct speech. <u>Terminology:</u> preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).					
Language Competency: through reading, talk and writing	Reading poetry aloud Discussions about poems	- Listen and respond appropriately to adults and their peers - Participate actively in collaborative conversations - Use spoken language to develop understanding through imagining and exploring ideas - Select and use appropriate registers for effective communication	- Participate actively in collaborative conversations; - Use spoken language to develop understanding through imagining and exploring ideas; - Select and use appropriate registers for effective communication.	- Maintain attention and participate actively in collaborative conversations, responding to comments - Ask relevant questions to extend their understanding and build vocabulary and knowledge - Listen and respond appropriately to adults and peers - Articulate and justify answers and opinions - Use spoken language to develop understanding through speculating, imagining and exploring ideas - Speak audibly and fluently with an increasing command of Standard English - Consider and evaluate different viewpoints, attending to the contributions of others - Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama	- Participate actively in collaborative conversations; - Use spoken language to develop understanding through imagining and exploring ideas; Select and use appropriate registers for effective communication.	- Participate actively in collaborative conversations; - Use spoken language to develop understanding through imagining and exploring ideas; - Select and use appropriate registers for effective communication.
Writing Purpose	Write poems to perform – writing to entertain Write personal responses to a poem.	Descriptive writing – writing to entertain Writing in role Diary entry Poetry Letter writing Book reviews	Non-chronological report – writing to inform - Writing in role - Drawing and annotating - Letter - Message	Persuasive letter- writing to persuade - Annotated drawings - Recounts (diary entries) - List poetry	- Writing in role - Poetry - Argument	- Narrative- writing to entertain - Writing in role - Character profile - Diary entry - Instruction writing - Leaflets - Poetry
Cross Curricula	Stone Age – information text	RE – Islam and Hinduism – information text	Bronze Age and Iron Age – comparison of the ages	European country factfile/leaflet	Water cycle – explanation text	Ancient Egypt- information text

r Writing Opportunities						
Guided Reading Bug Club – Year 3	“While I am Sleeping” – picture book “Hotspots” – non-fiction	“King Kafu and the Moon” - fiction	“Bright Sparks” – a magazine with fiction, non-fiction and poetry		"Fairy Tales" – an anthology with two fiction and one non-fiction texts	“Escape from Black Mountain” - fiction
Guided Reading Bug Club – Year 4	“Mary Anning” – picture book	“Death of the Dinosaurs” – non-fiction	“Daring Deeds!” - a magazine with fiction, non-fiction and poetry		“Myths of the Sea” - an anthology with two fiction and one non-fiction texts	“A Tale of Two Poggles” - fiction

YEAR 3 and 4 B Using a Power of Reading Teaching Sequence to Create an English Curriculum	<u>Autumn 1</u> Hot Like Fire – Valerie Bloom	<u>Autumn 2</u> Leon and the Place Between – Angela McAllister and Graeme Baker Smith	<u>Spring 1</u> The Rhythm of Rain – Graeme Baker Smith	<u>Spring 2</u> Arthur and the Golden Rope – Joe Todd Stanton	<u>Summer 1</u> The Lion, The Unicorn and Other Hairy Tales	<u>Summer 2</u> The Wild Robot – Peter Brown
Literary Form	Poetry	Fiction	Non-fiction	Myths and Legends	Traditional Tales	Modern Fiction
Curriculum Threads: Endeavour/Diversity/Community	Jamaican setting – contrasting communities	Endeavour of the children Circus, traveller communities	Link to Science and Geography –The Water Cycle. Caring for our world	Icelandic setting – local community Endeavour of Arthur as an explorer	Range of cultures Dilemmas and challenges of the protagonists	North American setting Community and adapting to our surroundings. Endeavour of Roz the Robot
Reading: Experience, Knowledge, Skills and Strategies	- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Identify and discuss themes and conventions in and across a wide range of writing. - Learn a wider range of poetry by heart.	- Increase familiarity with a range of books; - Identify themes and conventions - Prepare play scripts to read aloud - Show understanding through intonation, tone, volume and action	- Increase familiarity with a range of books; - Identify themes and conventions - Show understanding through intonation, tone, volume and action	- continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books	- Listening to and discussing a wide range of fiction - Reading books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including fairy stories,	- Increase familiarity with a range of books - Identify themes and conventions - Prepare play scripts to read aloud - Show understanding through intonation, tone, volume and action - Discuss words and phrases that capture

	• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	• Discuss words and phrases that capture readers' interest and imagination • Draw inferences about characters' feelings, thoughts, emotions and actions	• Discuss words and phrases that capture readers' interest and imagination • Draw inferences about characters' feelings, thoughts, emotions and actions	• preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems 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 • 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	readers' interest and imagination • Draw inferences about characters' feelings, thoughts, emotions and actions
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					turns and listening to what others say.	
Spelling	Jane Considine Spelling Book Weeks 1 to 6	Jane Considine Spelling Book Weeks 7 to 12	Jane Considine Spelling Book Weeks 13 to 18	Jane Considine Spelling Book Weeks 19 to 24	Jane Considine Spelling Book Weeks 25 to 30	Jane Considine Spelling Book Weeks 31 to 36
Writing: Transcription Year 3	Continue with the second join – the horizontal join wa, wi, wn, wo, ws, wu, wy A horizontal join to the letter ‘e’ R Letters: r, b, n, h, m, k, p (2 weeks) R,B,N,M,K,P Letters: v, w, x, z (2 weeks) V,W,X,Z More complex letters: f, j, y (2 weeks) F,J,Y		Continue with the third join - a diagonal join from a letter to a letter with an ascender lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st, ca, ci, co, cu, ia, im, L,I,T,U (3weeks) in, io, ir, iu, ma, mi, mm, R,B,N,M,K,P (3 weeks) F,J,Y (1 week)		Continue with the third join - a diagonal join from a letter to a letter with an ascender th, tt, ub, uh, uk, ul, ut ob, oh, ok, ol, ot, rt ua, ui, um, un, uo, (2 weeks) ag, aj, dy, ig, ip, lp (2 weeks) mp, np, ug, up (2 weeks)	
Writing: Transcription Year 4	Join from the letter ‘s’ sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw Join to letters with hooks, lines and loops ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu,		Practise writing words with capital letters. Practise combining all 4 joins when writing sentences. Practise printing using geographical vocabulary Join to letters with hooks, lines and loops ga, ge, gi, gl, go, gr, gs, gu, wh		Consolidation Recap on the 4 basic joins Recap on specific letter joins to ensure children are writing in a fluent style.	
Writing: Composition	- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - Evaluate and edit by assessing the effectiveness of their own and others’ writing. - Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar - Draft and write by composing and rehearsing sentences orally - In narrative create settings, characters and plot - Develop creative and imaginative writing by adopting, creating and sustaining a range of roles	- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar - Draft and write by composing and rehearsing sentences orally - In narrative create settings, characters and plot - Develop creative and imaginative writing by adopting, creating and sustaining a range of roles	- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar - Draft and write by composing and rehearsing sentences orally - In narrative create settings, characters and plot - Develop creative and imaginative writing by adopting, creating and sustaining a range of roles	- Plan their writing by 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 ideas - Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - Organising paragraphs around a theme in narratives, creating	- Plan writing by discussing writing similar to that which they are planning to write, - learning from its structure, vocabulary and grammar - Draft and write by composing and rehearsing sentences orally - In narrative create settings, characters and plot - Develop creative and imaginative writing by adopting, creating and sustaining a range of roles

					settings, characters and plot - 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 - Proof-read for spelling and punctuation errors - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
Grammar	Writing to entertain Use fronted adverbials to show how/when an event occurs, Without a sound... After a moment... ☐ Use expanded noun phrases to add detail & description ...the dark gloomy cupboard under the stairs... ☐ Use subordinate clauses to add detail or context Although Theseus was scared, he prepared to enter the maze. ☐ Use nouns & pronouns for clarity and cohesion They crept into Minos's great labyrinth. Inside the maze....	Writing to persuade ☐ Use imperative verbs to convey urgency, Buy it today! Listen very carefully.... ☐ Use rhetorical questions to engage the reader, Do you want to have an amazing day out? ☐ Use noun phrases to add detail and description, Our fantastic resort has amazing facilities for everyone ☐ Use relative clauses to provide additional enticement Our hotel, which has 3 swimming pools, overlooks a beautiful beach	Writing to inform Use subordinating conjunctions to join clauses, including as openers, Although they have a fierce reputation, the Vikings weren't all bad. ☐ Use expanded noun phrases to inform, A tall dark-haired man was seen leaving the scene. ☐ Use commas to separate adjectives in a list, You will need flour, eggs, sugar and water. ☐ Use relative clauses to add further detail We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.	Writing to entertain Use fronted adverbials to show how/when an event occurs, Without a sound... After a moment... ☐ Use expanded noun phrases to add detail & description ...the dark gloomy cupboard under the stairs... ☐ Use subordinate clauses to add detail or context Although Theseus was scared, he prepared to enter the maze. ☐ Use nouns & pronouns for clarity and cohesion They crept into Minos's great labyrinth. Inside the maze....	Writing to entertain Use fronted adverbials to show how/when an event occurs, Without a sound... After a moment... ☐ Use expanded noun phrases to add detail & description ...the dark gloomy cupboard under the stairs... ☐ Use subordinate clauses to add detail or context Although Theseus was scared, he prepared to enter the maze. ☐ Use nouns & pronouns for clarity and cohesion They crept into Minos's great labyrinth. Inside the maze....	Writing to inform Use subordinating conjunctions to join clauses, including as openers, Although they have a fierce reputation, the Vikings weren't all bad. ☐ Use expanded noun phrases to inform, A tall dark-haired man was seen leaving the scene. ☐ Use commas to separate adjectives in a list, You will need flour, eggs, sugar and water. ☐ Use relative clauses to add further detail We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.

			🔗 Begin to use present perfect tense to place events in time, This week we have visited the Science Museum.			🔗 Begin to use present perfect tense to place events in time, This week we have visited the Science Museum.
Year 3 National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	- Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. - Expressing time, place and cause using conjunctions, adverbs or prepositions. - Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. - Introduction to inverted commas to punctuate direct speech. <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).					
Year 4 National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	- Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections. - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. - Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. - Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial.					
Language Competency: through reading, talk and writing	- Participate actively performance, discussion and debate; - Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; - Select and use appropriate registers for effective communication.	- Participate actively in collaborative conversations - Use spoken language to develop understanding through imagining and exploring ideas - Select and use appropriate registers for effective communication	- Participate actively in collaborative conversations - Use spoken language to develop understanding through imagining and exploring ideas - Select and use appropriate registers for effective communication	- Listen and respond appropriately to adults and their peers - Participate actively in collaborative conversations - Use spoken language to develop understanding through imagining and exploring ideas - Select and use appropriate registers for effective communication - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions	- Participate actively in collaborative conversations; - use spoken language to develop understanding through imagining and exploring ideas; - speak audibly and fluently with an increasing command of Standard English; - participate in discussions, presentations, performances, role play, improvisations and debates; - select and use appropriate registers for effective communication.	- Participate actively in collaborative conversations - Use spoken language to develop understanding through imagining and exploring ideas - Select and use appropriate registers for effective communication
Writing Purpose	Poems inspired by the collection- writing to entertain Descriptive paragraphs	Letter of persuasion – writing to persuade List poems	Explanation – writing to inform		Writing in Role – writing to entertain Note Writing	A variety of information texts – writing to inform Poetry



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	Constructing debating arguments	Creating a descriptive piece about characters and events Creating a new picturebook spread Persuasive poster Writing in role as a character Parallel Narrative	Persuasive Speech Poetry Biography Narrative	Narrative Voice: Storytelling – writing to entertain Writing in Role: journal Letter Writing Kenning Non-Chronological Report	Letter writing Persuasive writing	Storymapping Writing in role – log entry, letters and notes
Cross Curricular Writing Opportunities	Romans – information text	Religious Celebrations – information text	Anglo Saxons – information text	Earthquakes – explanation or recount	Vikings – information text	Pilgrimage – diaries, adverts
Guided Reading Bug Club – Year 3	“While I am Sleeping” – picture book “Hotspots” – non-fiction	“King Kafu and the Moon” - fiction	“Bright Sparks” – a magazine with fiction, non-fiction and poetry		"Fairy Tales" – an anthology with two fiction and one non-fiction texts	“Escape from Black Mountain” - fiction
Guided Reading Bug Club – Year 4	“Mary Anning” – picture book	“Death of the Dinosaurs” – non-fiction	“Daring Deeds!” - a magazine with fiction, non-fiction and poetry		“Myths of the Sea” - an anthology with two fiction and one non-fiction texts	“A Tale of Two Poggles” - fiction