



**Term:** autumn

**Year:** 3&4

**Genre:** Folk Tales

**Duration:**

**Texts:**

Regional folk tales e.g. The Lancashire Giant – Espresso.

The Three Wishes.

The Old Lady who lived in a Vinegar Bottle.

The Tin Forest by Helen Ward (YouTube animation available).

**Key Skills in reading**

- Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-'.
- Listening to and discussing a range of fiction.
- Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories.
- Sequencing and discussing the main events in stories.
- Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.
- Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.
- Raising questions during the reading process to deepen understanding e.g. I wonder why the character...

**Key Skills in writing**

- Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond*.
- Use inverted commas to punctuate direct speech (speech marks).
- Read and analyse narrative in order to plan and write their own versions.
- Create and develop plots based on a model.
- Discuss and propose changes with partners and in small groups.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

**Unit Outcomes:**

- Innovation of The Lancashire Giant.
- Presentation of innovated narrative to an audience using props, images, actions etc.



**Term:** autumn

**Year:** 3&4

**Genre:** Recount: Biography

**Duration:** 2-3 weeks

**Texts:**

Range of simple biographies including print and film versions.

**Key Skills in reading**

- Listening to and discussing a range of biographies.
- Reading a range of biographies.
- Discussing the purpose of paragraphs.
- Identifying a key idea in a paragraph.
- Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.
- Navigating texts in print and on screen.

**Key Skills in writing**

- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. *while, after, before*.
- Discussing and recording ideas for planning.
- Grouping related material into paragraphs.
- Using headings and sub headings to organise information.

**Unit Outcomes:**

- Biography of a regional/local hero.



**Term:** autumn

**Year:** 3&4

**Genre:** Persuasion: Letters

**Duration:** 2-3 weeks

**Texts:** Letters

Rumblewick Letters: My Unwilling Witch by Hiawyn Oram.

Dear Greenpeace by Simon James.

Dear Teacher by Amy Husband.

Letters to Edward by Wendy Body.

Little Wolf's Book of Badness by Ian Whybrow.

Rice Krispies 1996 advert – YouTube clip ([here](#)).

**Key Skills in reading**

- Listen to and discuss a range of letters including persuasive letters.
- Read a range of letters including persuasive letters.
- Analyse and evaluate letters by looking at language, structure and presentation.
- Discuss their understanding of the text.
- Discuss the purpose of paragraphs.
- Identify a key idea in a paragraph.
- Evaluate how specific information is organised within a persuasive letter.

**Key Skills in writing**

- Use perfect form of verbs using *have* and *had* to indicate a completed action e.g. *In Year Three we **have** been researching the different foods which are healthy.*
- Explore, identify and create complex sentences using a range of conjunctions e.g. *if, so, although.*
- Explore and identify main and subordinate clauses in complex sentences.
- Read and analyse letters in order to plan and write their own.
- Identify and discuss the purpose, audience, language and structures of persuasive letters.
- Discuss and record ideas for planning.
- Group related material into paragraphs.
- Discuss and propose changes with partners and proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.

**Unit Outcomes:**

- Persuasive letter.



**Term:** autumn

**Year:** 3&4

**Genre:** Poems with Structure

**Duration:** 1-2 weeks

**Texts:**

Snake Glides by Keith Bosley.

The Raindrop by John Travers Moore.

Word Whirls and other Shape Poems by John Foster.

Kenn Nesbitt's Poetry 4 Kids – How to write concrete poetry (here).

**Key Skills in reading**

- Listen to and discuss a range of poems with a structure e.g. *shape*, *calligrams*, *concrete*.
- Read a range of poems and use intonation, tone and volume when reading aloud.
- Discuss their understanding of poems read.
- Analyse and evaluate poems looking at language, structure and presentation.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.

**Key Skills in writing**

- Explore and collect word families e.g. *medical*, *medicine*, *medicinal*, *medic*, *paramedic*, *medically* to extend vocabulary.
- Identify and discuss the purpose, audience, language and structures of poetry for writing.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. *noun phrases*, *powerful verbs*, *synonyms*.
- Discussing and proposing changes with partners and in small groups.
- Improving writing in the light of evaluation.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

**Unit Outcomes:**

- Poem/s with a structure e.g. *shape*, *calligrams*.



**Term:** autumn

**Year:** 3&4

**Genre:** Fables

**Duration:** 2-3 weeks

**Texts:**

Aesop's Fables by Michael Rosen.

Penguin and Ostrich YouTube clip (here).

Little Fables – The Lion and the Mouse YouTube clip (here).

**Key Skills in reading**

- Use prefixes to understand meanings e.g. *un-*, *dis-*, *-mis-*, *re-*.
- Take account of punctuation, when reading.
- Retell a range of fables.
- Identify and discuss themes e.g. *weak and strong*, *wise and foolish*.
- Discuss their understanding of the text.
- Make predictions based on details.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.

**Key Skills in writing**

- Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a rock*, *an open box*.
- Select, generate and effectively use adverbs e.g. *suddenly*, *silently*, *soon*, *eventually*.
- Read and analyse fables in order to plan and write their own versions.
- Create and develop characters for a fable.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. *noun phrases*, *powerful verbs*, *synonyms for said* appropriate to text type.
- Group related material into paragraphs.

**Unit Outcomes:**

- Fable based on a structure.