



Term: spring

Year: 3&4

Genre: Discussion

Duration: 2-3 weeks

Texts:

Range of discussion texts – for example:

- Uniform vs non-uniform clip from the BBC Bitesize website (**here**).
- Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website (**here**).

Key Skills in reading

- Read discussion texts.
- Discuss their understanding of the text.
- Analyse and evaluate texts looking at language, structure and presentation e.g. *discussion texts*.
- Read books and texts for a range of purposes.
- Identify a key idea in a paragraph.
- Evaluate how specific information is organised within a discussion text.
- Use point and evidence to structure and justify responses.
- Develop and agree on rules for effective discussion.

Key Skills in writing

- Explore, identify and create complex sentences using a range of conjunctions e.g. *if, although*.
- Read and analyse discussion texts in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of discussion texts for writing.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. *technical language*, appropriate to discussion texts.
- Group related material into paragraphs.

Unit Outcomes:

- Discussion presenting different points of view.



Term: spring

Year: 3&4

Genre: Story as a Theme

Duration: 3-4 weeks

Texts:

Stig of the Dump by Clive King.

Key Skills in reading

- Regularly listen to whole novels read aloud.
- Use dictionaries to check meanings of words they have read.
- Sequence and discuss the main events in stories.
- Explain the meaning of unfamiliar words by using the context.
- Raise questions during the reading process to deepen understanding e.g. *I wonder why she...*
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Use point and evidence to structure and justify responses.
- Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

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.
- Group related material into paragraphs.
- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.

Unit Outcomes:

- Narrative based on text read.



Term: spring

Year: 3&4

Genre: Poems on a Theme

Duration: 1-2 weeks

Texts:

The Old Dry Stone Wall by Ann Perrin YouTube clip ([here](#)).

My Teacher Is a Dinosaur: And Other Prehistoric Poems, Jokes, Riddles and Amazing Facts.

Caveman Manners and Other Polite Poems by David Steinberg.

Key Skills in reading

- Use knowledge of root words to understand meanings of words.
- Read poems for a range of purposes e.g. *enjoyment*.
- Recognise some different forms of poetry e.g. *narrative, free verse*.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- 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.
- Read and analyse poetry in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of poetry for writing.
- Generate and select from vocabulary banks appropriate to text type.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

Unit Outcomes:

- Poem learned by heart for performance; create a poem linked to theme with a structure.



Term: spring

Year: 3&4

Genre: Novel as a Theme

Duration: 3-4 weeks

Texts:

The Iron Man by Ted Hughes.

Key Skills in reading

- Use knowledge of root words to understand meanings of words.
- Use intonation, tone and volume when reading aloud.
- Listen to and discuss a range of fiction.
- Regularly listen to whole novels read aloud by the teacher.
- Use dictionaries to check meanings of words they have read.
- Sequence and discuss the main events in stories.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Explain the meaning of unfamiliar words by using the context.
- Raise questions during the reading process to deepen understanding e.g.
I wonder why the character ...
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Use point and evidence to structure and justify responses.
- Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

Key Skills in writing

- Select, generate and effectively use adverbs e.g. *suddenly, silently, soon.*
- Explore, identify and create complex sentences using a range of conjunctions e.g. *since, until, in case.*
- Read and analyse narrative in order to plan and write own version.
- Identify and discuss the language and structures of narrative for writing.
- Create and develop settings for narratives.
- Create and develop characters for narrative.
- Create and develop plots based on a model.
- Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs,* appropriate to text type.
- Group related material into paragraphs.

Unit Outcomes:

- Story based on a plot structure from the focus text.



Term: spring

Year: 3&4

Genre: Recount: Diaries

Duration: 1-2 weeks

Texts: Range of diary extracts – for example:

Diary models written by the teacher at an appropriate for the class.

My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by Kees Moerbeek.

The Diary of Dennis the Menace by Stephen Butler.

Diary of a Wimpy Kid by Jeff Kinney.

Key Skills in reading

- Listen to and discuss a range of diaries.
- Read a range of recounts: diaries.
- Analyse and evaluate texts looking at language, structure and presentation e.g. *diaries*.
- Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Discuss their understanding of the text.
- Make predictions based on details stated.
- Use point and evidence to structure and justify responses.
- Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*.

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*.
- Read and analyse diaries in order to plan and write own versions.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Identify and discuss the language and structures of diaries for writing.

Unit Outcomes:

Diary entries which include those written:

- from own experience.
- in role as a character.