



Term: summer

Year: 3&4

Genre: Play Scripts

Duration: 2-3 weeks

Texts:

Playscripts: Play Time by Julia Donaldson (The Three Billy Goats Gruff; The Boy Who Cried Wolf; Turtle Tug; The Magic Twig).

Films: Gladiators – Cartoon Series on YouTube (**here**).

Novel: Romans on the Rampage by Jeremy Strong.

Key Skills in reading

- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.
- Listen to and discuss plays.
- Regularly listen to whole novels read aloud by the teacher.
- Analyse and evaluate texts looking at language, structure and presentation.
- Sequence and discuss the main events in stories.
- Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Discuss their understanding of the text
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text
- Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups*

Key Skills in writing

- Explore and identify main and subordinate clauses in complex sentences.
- Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually*.
- Read and analyse plays in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of playscripts.
- Discuss and record ideas for planning.
- Create and developing characters for narrative.
- Creating and develop plots based on a model.
- Generate and select from vocabulary banks e.g. *synonyms for said* appropriate to text type.
- 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.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

Unit Outcomes:

- Play script based on a film.



Term: summer
Year: 3&4

Genre: Non-Chronological Reports

Duration: 2-3 weeks

Texts: Selection of non-fiction books around the theme studied – for example:
Romans in Britain - The Study Book by CGP Books.
What the Romans did for us by Alison Hawes.
100 Facts Roman Britain by Philip Steele.
The Usborne Time Traveller – Rome and Romans by Heather Amery.
Who Were the Romans? by Phil Roxbee Cox.

Key Skills in reading

- Use suffixes to understand meanings e.g. *-ous*.
- Listen to and discuss non-fiction.
- Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.
- Analyse and evaluate texts looking at language, structure and presentation.
- Discuss their understanding of the text.
- Explain the meaning of unfamiliar words by using the context.
- Raise questions during the reading process to deepen understanding.
- Discuss the purpose of paragraphs.
- Identify a key idea in a paragraph.
- Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
- Quickly appraise a text to evaluate usefulness.
- Navigate texts in print and on screen.
- Develop and agree on rules for effective discussion.
- Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups*.

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. *since, until, before, after*.
- Read and analyse non-fiction in order to plan and write own versions.
- Identify and discuss the purpose, audience, language and structures of non-fiction for writing.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. *technical language* appropriate to text type.
- Group related material into paragraphs.
- Use headings and sub headings to organise information.
- 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:

- Non-chronological report.



Term: summer

Year: 3&4

Genre: Mystery/Fantasy/Adventure Story

Duration: 3-4 weeks

Texts:

The Enchanted Wood by Enid Blyton.
The Magic Faraway Tree by Enid Blyton.
The Hidden Forest by Jeannie Baker.
The Matchbox Mysteries by Sally Gardner.
We Are Not Alone by Paul Cookson – poem to create interest for mystery genre.

Key Skills in reading

- Use suffixes to understand meanings e.g. *-ation, -ous*.
- Listen to and discuss a range of fiction, poetry, plays, non-fiction.
- Sequence and discuss the main events in stories.
- Retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales, Rudyard Kipling Just So Stories*.
- Identify and discuss themes e.g. *good over evil; weak and strong; wise and foolish; mean and generous; rich and poor*.
- 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.
- 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.

Key Skills in writing

- Explore and identify main and subordinate clauses in complex sentences.
- Use inverted commas to punctuate direct speech (speech marks).
- Read and analyse narrative in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of narrative for writing.
- Discuss and record ideas for planning.
- Create and develop settings for narratives.
- Create and develop plots based on a model.
- 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:

- A mystery, adventure or fantasy story.



Term: summer

Year: 3&4

Genre: Explanations

Duration: 2-3 weeks

Texts:

Fruits, seeds and their dispersal from the Science and Plants for Schools website.
How plants spread seeds from the BBC website.

Key Skills in reading

- Use knowledge of root words to understand meanings of words.
- Listen to and discuss a range of explanations.
- Read a range of explanations.
- Analyse and evaluate texts looking at language, structure and presentation.
- Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.
- Use point and evidence to structure and justify responses.
- Discuss the purpose of paragraphs.
- Identify a key idea in a paragraph.
- Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
- Navigate texts in print and on screen.

Key Skills in writing

- Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until*.
- Use perfect form of verbs using *have* and *had* to indicate a completed action e.g. *I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!*
- Read and analyse non-fiction in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of non-fiction for writing.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. technical language appropriate to text type.
- Group related material into paragraphs.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Unit Outcomes:

- An explanation linked with the theme.



Term: summer

Year: 3&4

Genre: Classic Poetry

Duration: 1-2 weeks

Texts:

A Child's Garden of Verses by Robert Louis Stevenson.
Different versions of The Spider and the Fly by Mary Howitt.

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 discussing a range of poetry.
- 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.
- Discuss their understanding of the text.
- Explain the meaning of unfamiliar words by using the context.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Develop and agree on rules for effective discussion.

Key Skills in writing

- Explore and collect words with prefixes *super, anti, auto*.
- 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 e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

Unit Outcomes:

- Performance of a poem.
- Written responses to poetry.