



Term: autumn

Year: 3&4

Genre: Explanation

Duration: 1-2 weeks

Texts:

Cracking Contraptions by Nick Park (Aardman Animations).

The Shirt Machine.

Until I Met Dudley By Roger McGough.

Heath Robinson pictures.

Key Skills in reading

- Listen to, read and discuss a range of explanation texts.
- Analyse and evaluate texts looking at language, structure and presentation.
- Analyse and evaluate how specific information is organised within an explanation text.
- Explain how paragraphs are used to order an explanation text.

Key Skills in writing

- Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, because, when.
- Discussing and recording ideas for planning e.g. *text map, non-fiction bridge, boxing-up text types to create a plan.*
- Organising paragraphs in non-fiction.
- Linking ideas within paragraphs.
- Generating and select from vocabulary banks e.g. *causal connectives (as a result, so, because, If, therefore, consequently), technical language* appropriate to explanations.

Unit Outcomes:

- Oral explanation of a process.
- Written explanation of a process.



Term: autumn

Year: 3&4

Genre: Fantasy

Duration: 3-4 weeks

Texts:

- The Firework Maker's Daughter by Phillip Pullman.

Key Skills in reading

- Regularly listen to whole novels read aloud by the teacher.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
- Make predictions based on information stated and implied.
- Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.

Key Skills in writing

- Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
- Use inverted commas and other punctuation to indicate direct speech.
- Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*
- Read and analyse narrative.
- Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan.*
- Organise paragraphs in narrative.
- Link ideas within paragraphs e.g. *fronted adverbials for when* e.g. *In the distance, a lone wolf howled.*
- Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases*, appropriate to text type.

Unit Outcomes:

- Innovated narrative based on a model.



Term: autumn

Year: 3&4

Genre: Film/Play Script

Duration: 2-3weeks

Texts:

Cracking Contraptions by Nick Park (Aardman Animations).

Key Skills in reading

- Listening to, reading and discussing a range of plays.
- Analysing and evaluate texts looking at language, structure and presentation.
- Preparing play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Key Skills in writing

- Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
- Discuss and propose changes with partners and in small groups.
- Improve writing in light of evaluation.
- Perform own compositions for different audiences.
- Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Unit Outcomes:

- Script based on a short film.



Term: autumn

Year: 3&4

Genre: Classic Narrative Poetry & Fairy Tale

Duration: 3-4 weeks

Texts:

The Pied Piper from Short Stories Short (**here**).

The Pied Piper of Hamelin illustrated version by Robert Browning and Kate Greenaway.

The Pied Piper YouTube clip

The Pied Piper from Lancashire Grid for Learning (**here**).

Key Skills in reading

- Listen to, read and discuss a classic narrative poem.
- Listen to, read and discuss a fairy tale.
- Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust*.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.
- Explain the meaning of key vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images.
- Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action.
- Learn a poem by heart and rehearse for performance.
- Retell a fairy tale.
- Explain the meaning of key vocabulary within the context of the text.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Key Skills in writing

- Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*
- Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
- Use commas to mark clauses in complex sentences.
- Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."*
- Read and analyse a fairy tale in order to plan and write their own versions.
- Discuss and record ideas for planning e.g. *chunk a plot.*

Unit Outcomes:

- Learn a poem by heart for performance.
- Innovated narrative based on a model.



Term: autumn

Year: 3&4

Genre: Recount: Newspaper Report

Duration: weeks

Texts:

Newspaper for children such as *First News*

BBC News 'Hamelin: German town hit by new plague of rats' (**here**).

Sesame Street News Flash - The Pied Piper YouTube clip (**here**).

Key Skills in reading

- Read books and texts for a range of purposes and respond in a variety of ways.
- Listen to, read and discuss a range of newspapers in print and on screen.
- Demonstrate active reading strategies e.g. *generating questions, finding answers*.
- Analyse and evaluate texts looking at language, structure and presentation.
- Analyse and evaluate how specific information is organised within a newspaper text.
- Navigate texts to locate and retrieve information in print and on screen.
- Explain how paragraphs are used to order ideas, and how they are linked.

Key Skills in writing

- Identify, select and effectively use pronouns.
- Explore, identify, collect and use noun phrases e.g. *The stranger, **dressed in red and yellow**...*
- 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 e.g. *text map, non-fiction bridge, boxing-up text types to create a plan*.
- Organise paragraphs in a newspaper report.

Unit Outcomes:

- Newspaper report.