



Term: spring

Year: 3&4

Genre: Stories with issues and dilemmas

Duration: 3-4 weeks

Texts:

The Balaclava Boys in The Fib by George Layton.

A Matter of Loaf and Death – Wallace and Gromit – DVD by Nick Park and Novelisation by Penny Worms.

Bill's New Frock by Anne Fine.

Poems for creating interest

I Did a Bad Thing Once in Please Mrs Butler by Allan Ahlberg.

Dog in the Playground in Please Mrs Butler by Allan Ahlberg.

What Has Happened to Lulu by Charles Causley.

Key Skills in reading

- Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading.
- Regularly listen to whole novels read aloud by the teacher.
- Analyse and compare a range of plot structures.
- Make predictions based on information stated and implied.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because 1/2/3 reasons.*
- 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 complex sentences with adverb starters e.g. *'Silently trudging through the snow, Sam made his way up the mountain.'*
- 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 narrative in order to plan and write their own versions.
- Discuss and record ideas for planning e.g. *story mountain, story board, boxing-up.*
- Develop characterisation using vocabulary to create atmosphere, suspense.
- Plan and write an opening paragraph which combines the introduction of a setting and character(s).
- Organise paragraphs in narrative.
- Link ideas within paragraphs, e.g. *complex sentence with adverb starters.*

Unit Outcomes:

- Story based on a plot structure from text read.



Term: spring

Year: 3&4

Genre: Persuasion

Duration: 2-3 weeks

Texts:

Range of persuasive adverts and leaflets, such as:

- Cillit Bang advert from YouTube (**here**).
- Flexi Torch advert from YouTube (**here**).

Key Skills in reading

- Use suffixes to understand meanings, e.g. *-tion*, *-sion*.
- Listen to, read and discuss a range of persuasion in different forms e.g. *advertisements, leaflets in print and on screen*.
- Identify key points from the text using point and evidence.
- Analyse and evaluate texts looking at language, structure and presentation.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.
- Analyse and evaluate how specific information is organised within a persuasive text.
- Navigate texts to locate and retrieve information in print and on screen.
- Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.

Key Skills in writing

- Identify, select and effectively use pronouns.
- Read and analyse persuasive texts in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of persuasion.
- Discuss and record ideas for planning e.g. *boxing-up text types to create a plan*.
- Generate and select from vocabulary banks e.g. *persuasive phrases, alliteration* appropriate to persuasion.
- Discuss and propose changes with partners and in small groups.
- Improve writing in light of evaluation.
- Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Unit Outcomes:

- Persuasive advert.



Term: spring

Year: 3&4

Genre: Novel as a Theme

Duration: 3-4 weeks

Text chosen from:

Fig's Giant by Geraldine McCaughrean.

Aladdin Arabian Nights Kindle Edition - Maplewood Books.

Around the World in Eighty Days – Ladybird version by Joyce Faraday.

The Dancing Bear by Michael Morpurgo.

Clockwork by Philip Pullman.

The Ice Palace by Robert Swindells.

Key Skills in reading

- Use knowledge of root words to understand meanings of words.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Listen to, read and discuss a range of fiction.
- Regularly listen to whole novels read aloud by the teacher.
- Read books for a range of purposes and respond in a variety of ways.
- Retell a range of stories.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*.
- Explain the meaning of key vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons*.
- Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.
- Analyse and compare a range of plot structures.

Key Skills in writing

- Create sentences with fronted adverbials for 'where'.
- Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*.
- Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*.
- Read and analyse narrative in order to plan and write own version.
- Identify and discuss the purpose, audience, language and structures of narrative.
- Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan*.
- Plan and write an opening paragraph which combines the introduction of a setting and character/s.
- Link ideas within paragraphs e.g. *fronted adverbials for when and where*.
- Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases*.

Unit Outcomes:

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



Term: spring

Year: 3&4

Genre: Non-Chronological Report

Duration: 2-3 weeks

Texts:

Planet Earth by Katie Daynes.

Usborne First Encyclopaedia of Our World by Felicity Brooks.

What is a map? from the Espresso website

Artist factsheets from the Espresso website

Sudan fact file from the Espresso website

Key Skills in reading

- Listen to, read and discuss a range of non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts.*
- Analyse and evaluate texts looking at language, structure and presentation.
- Explain the meaning of key vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Identify main ideas drawn from more than one paragraph and summarise these e.g. *Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text.*
- Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*
- Scan for dates, numbers and names.
- Navigate texts to locate and retrieve information in print and on screen.

Key Skills in writing

- Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*.
- Read and analyse non-fiction in order to plan and write their own.
- Identify and discuss the purpose, audience, language and structures of non-fiction for writing.
- Discuss and record ideas for planning e.g. *boxing-up text types to create a plan.*
- Organise paragraphs in non-fiction.
- Generate and select from vocabulary banks e.g. *technical language.*
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Unit Outcomes:

- Information poster with flip-flap facts.



Term: spring

Year: 3&4

Genre: Poems on a Theme

Duration: 1-2 weeks

Texts:

Peter and the Wolf on the Boosey and Hawkes website

My Mother Saw a Dancing Bear by Charles Causley

Key Skills in reading

- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Listen to, read and discuss a range of poetry.
- Explain the meaning of key vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images*.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.

Key Skills in writing

- Use apostrophes for singular and plural possession e.g. *the dog's bone* and *the dogs' bones*.

Unit Outcomes:

- Performance of a poem.
- Responses to a poem linked to the theme.