



Term: summer

Year: 3&4

Genre: Stories with a Theme

Duration: 3-4 weeks

Texts:

The Water Horse by Dick King-Smith.

The Water Horse: Legend of the Deep DVD.

Key Skills in reading

- Listen to, read and discuss a range of fiction.
- Analyse and evaluate texts looking at language, structure and presentation.
- 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.
- Make predictions based on information stated and implied.
- 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.
- Develop, agree on and evaluate rules for effective discussion.
- Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.

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 where e.g. *In the distance, a lone wolf howled*.
- Use commas to mark clauses in complex sentences.
- Read and analyse narrative, in order to plan and write their own.
- Discuss and record ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up*.
- Develop settings and characterisation using vocabulary to create emphasis and atmosphere.
- Link ideas within paragraphs e.g. *fronted adverbials for where*.
- Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration* appropriate to text type.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Unit Outcomes:

- Narrative based on text read.



Term: summer
Year: 3&4

Genre: Poems with Structure

Duration: 1-2 weeks

Texts:

- Water Dance by Thomas Locker (*riddles*).
- Water Water Everywhere by James Casey on the Poem Hunter website (**here**).
- How to Write a Haiku on the Poetry for Kids website (**here**).
- Kennings on the Angela's Poems website (**here**).
- Kennings on the Poetry Zone website (**here**).

Key Skills in reading

- Use suffixes to understand meanings e.g. *-ssion, -cian*.
- Listen to, read and discuss poetry in different forms.
- Analyse different forms of poetry e.g. *haiku, limericks, kennings*.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*.
- Learn a range of poems by heart and rehearsing for performance.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
- Explain the meaning of key vocabulary within the context of the text.

Key Skills in writing

- Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*.
- Read and analyse poetry in order to plan and write their own.
- Identify and discuss the purpose, audience and language structure in poetry for writing.
- Generate and select from vocabulary banks 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 light of evaluation.
- Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Unit Outcomes:

- Poem with a structure linked to the theme of water.



Term: summer

Year: 3&4

Genre: Information Booklets

Duration: 2-3 weeks

Texts:

Information books, leaflets and websites linked to water – for example:
Water Dance by Thomas Locker (*information at the end of book*).
Mousehole on the Visit Cornwall website.
Places to Visit on the Canal and River Trust website

Key Skills in reading

- Use prefixes to understand meanings e.g. *sub-*, *inter-*.
- Read and understand meaning of words on Year Three/Four word list.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Listen to, read and discuss a range of non-fiction in different forms e.g., *brochures, leaflets, electronic texts*.
- Analyse and evaluate texts looking at language, structure and presentation.
- Read books and texts for a range of purposes and respond in a variety of ways.
- Explain the meaning of key vocabulary within the context of the text.
- Identify main ideas drawn from more than one paragraph and summarise these.
- 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.
- Explain how paragraphs are used to order ideas, and how they are linked.
- Navigate texts to locate and retrieve information in print and on screen.

Key Skills in writing

- Use commas to mark clauses in complex sentences.
- Read and analyse non-fiction in order to plan and write their own.
- Identify and discuss the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.
- Discuss and record ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan*.
- Organise paragraphs in non-fiction.
- Generate and select from vocabulary banks e.g. *technical language, persuasive phrases, alliteration* appropriate to text type.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Unit Outcomes:

- Booklet of information e.g. welcome brochure.



Term: summer

Year: 3&4

Genre: Folk Tales

Duration: 2-3 weeks

Texts:

The Classic Tales of Brer Rabbit by Joel Chandler Harris.

The Brer Rabbit Collection by Enid Blyton.

Range of folk tales on the American Folklore website ([here](#)).

Key Skills in reading

- Use prefixes to understand meanings e.g. *sub-, inter-, anti-, auto-*.
- Listen to, read and discussing a range of fiction in different forms.
- Analyse and evaluate texts looking at language, structure and presentation.
- Analyse and compare a range of plot structures.
- Retell a range of stories, including less familiar fairy stories, myths and legends.
- Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals*.
- 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.
- Make predictions based on information stated and implied.
- 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 : evidence.
- Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons*.

Key Skills in writing

- Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain*.
- Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action*.
- Create sentences with fronted adverbials for where e.g. *In the distance, a lone wolf howled*.
- 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.
- Identify and discuss the purpose, audience, language and structures of narrative for writing.
- Discuss and record ideas for planning.
- Develop settings and characterisation using vocabulary to create emphasis and humour.
- 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*.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Unit Outcomes:

- Narrative based on the studied text.



Term: summer

Year: 3&4

Genre: Debate

Duration: 2-3 weeks

Texts:

Clip from the animated film Mary Poppins on YouTube (**here**).

Fox Hunting on the CBBC Newsround website (**here**).

'Hunting' on the All About Animals Website (**here**).

Key Skills in reading

- Use knowledge of root words to understand meanings of words.
- Listen to, read and discuss a range of fiction, poetry, plays and 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.
- Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons; 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*.
- Explain how paragraphs are used to order or build up ideas, and how they are linked.
- Navigate texts to locate and retrieve information in print and on screen.

Key Skills in writing

- Use commas to mark clauses in complex sentences.
- 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*; *She saw it* instead of *she seen it*.
- 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 and for writing.
- Discuss and record ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan*.
- Organise paragraphs in non-fiction.
- Link ideas within paragraphs.
- Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration* 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.
- Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Unit Outcomes:

- Formal debate.
- Discussion text.