

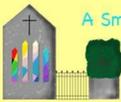


Year 3/4 English Long-Term Plan: 2023-2024

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessments
<p><b>Autumn 1</b> <b>Topic:</b> <b>Earth Matters</b></p> <p><b>Fiction:</b> <b>Folk Tales:</b> <b>Descriptive writing:</b> creating characters and settings <i>Northumberland Folk Tales</i> - Malcolm Green <i>Northumberland Folk Tales</i> - Rosalind Kerven <b>Adventure stories:</b> <i>The Rescue</i>. Writing episodes based on the wartime rescue of airmen in the Cheviot hills.</p> <p><b>Poetry:</b> <b>Poetry</b> using figurative language, linked to class novel, <i>The Firework Maker's Daughter</i></p> <p><b>Non-Fiction:</b> <b>Formal and informal letters</b> written in role <i>The Dam</i> - David Almond</p> <p><b>Class Novel:</b></p>	<p><b>Individual Reading:</b> 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p><b>Guided Reading:</b> Weekly activities exploring a variety of texts and extracts, including the class novel, folk tales, adventure stories, poetry, letters and non-fiction texts.</p> <p><b>Shared Reading:</b> Class novel, read during daily <i>Share a Story</i> session <i>Northumberland Folk Tales</i> Poems using figurative effects including: <i>The Sea</i> - James Reeves; <i>City Jungle</i> - Pie Corbett; <i>The Magic Box</i> - Kit Wright; <i>The Eagle</i> - Alfred Lord Tennyson <i>The Dam</i> Formal and informal letters</p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner,</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Discuss understanding of a text and the meaning of words in context. *Recognise a range of types of poetry and the conventions for different types of writing. *Develop skimming and scanning skills to retrieve information from a text. *Identify and summarise the main ideas from more than one paragraph. *Participate in discussions on texts, taking turns and listening to what others say. *Predict what might happen from details stated or implied. *Draw inferences, such as inferring characters' thoughts, feelings and motives; justify inferences with evidence from the text. *Give a personal response to a text with reasons for thoughts and feelings.</p>	<p><b>Handwriting:</b> Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Identification of, and activities to support, individual handwriting targets.</p> <p><b>Spelling:</b> Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns: homophones; prefixes un- and dis-; prefixes mis- and re-; words ending in -sure and -ture.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p><b>Vocabulary:</b> *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b> *Recognise and use different parts of speech appropriately: nouns, verbs, adjectives, adverbs, conjunctions, prepositions and pronouns. *Recognise and use different verb tenses including: simple past and present; past and present progressive; recognise and use the present perfect. *Identify main and subordinate clauses. *Use a growing range of subordinating conjunctions. *Express time, place and cause using a wide range of conjunctions, adverbs and prepositions. *Use fronted adverbials. *Recognise and use a variety of sentence types including simple, compound, complex. *Use a variety of more complex sentence openers.</p> <p><b>Punctuation:</b> *Correctly and consistently use full stops, capital letters, exclamation marks and question marks. *Use apostrophes for contraction and possession, including plural possession.</p>	<p><b>Fiction: Folk Tales</b> Create character and setting descriptions using a variety of stylistic features for purpose and effect. <b>Adventure stories</b> Create episodes based on the wartime rescue of airmen in the Cheviot hills. <b>Poetry: Figurative Language</b> Explore, compare and contrast poems using figurative language; create poems using these techniques, inspired by <i>The Firework Maker's Daughter</i>. <b>Non-Fiction: Formal and Informal Letters</b> Write formal and informal letters in role, inspired by <i>The Dam</i>.</p> <p><b>Text structure and organization:</b> *Organise ideas into paragraphs around a theme. *Begin to change paragraphs with increasing accuracy. *Clearly and appropriately structure a text for the genre.</p> <p><b>Composition and effect:</b> *Plan writing by discussing and recording ideas using appropriate features and structure. *Recognise and use similes, alliteration, metaphors and personification.</p>	<p><b>Writing Assessments:</b> Beginning of year Independent Write Folk Tale character and setting descriptions Adventure story Poems using figurative effects Formal and informal letters</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b> Weekly spelling tests Grammar and punctuation assessments</p> <p><b>Reading Assessments:</b> Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p><b>Spoken Language Assessments:</b> Reading own writing aloud to partner/ group/class Poetry performance</p>



<p><i>The Firework Maker's Daughter</i> - Philip Pullman</p>	<p>group or the whole class. Prepare poems to read aloud and perform</p>	<p>*Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination. *Identify the setting of a text, explaining reasons. *Begin to identify, themes and conventions in texts. *Begin to make connections between texts.</p>		<p>*Use full punctuation rules for direct speech. *Use commas to separate phrases and clauses, and after a fronted adverbial.</p>	<p>*Create and describe settings, characters, and plots. *Confidently use expanded noun phrases to describe and specify; expand noun phrases using a prepositional phrase. *Evaluate, edit and proofread texts.</p>	
<p><b>Autumn 2</b> <b>Topic:</b> <b>Source to Sea</b></p> <p><b>Fiction:</b> <b>Mystery/Suspense stories:</b> Writing episodes from a mystery story inspired by <i>The Secret of Black Rock</i> - Joe Todd Stanton</p> <p><b>Poetry:</b> <b>Take One Poet - Carole Ann Duffy</b> <i>New and Collected Poems for Children</i></p> <p><b>Non-Fiction:</b> <b>Persuasive writing:</b> <i>Keep Our Rivers Clean!</i> <i>Once Upon a Raindrop</i> - James Carter</p>	<p><b>Individual Reading:</b> 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p><b>Guided Reading:</b> Weekly activities exploring a variety of texts and extracts, including the class novel, poetry, mystery stories and non-fiction texts.</p> <p><b>Shared Reading:</b> Class novel, read during daily <i>Share a Story</i> session Extracts from adventure stories. A range of non-fiction books and websites <i>The Secret of Black Rock</i> <i>New and Collected Poems for Children</i></p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Discuss understanding of a text and the meaning of words in context. *Recognise a range of types of poetry and the conventions for different types of writing. *Develop skimming and scanning skills to retrieve information from a text. *Identify and summarise the main ideas from more than one paragraph. *Independently use the first 2 or 3 letters of a word to check its meaning and spelling in a dictionary.</p>	<p><b>Handwriting:</b> Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p><b>Spelling:</b> Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns: words ending in -sure or -ture; adding -er, -est, -ly to adjectives and verbs ending</p>	<p><b>Vocabulary:</b> *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b> *Recognise and use different parts of speech appropriately: nouns, verbs, adjectives, adverbs, conjunctions, prepositions and pronouns. *Recognise and use different verb tenses including: simple past and present; past and present progressive; recognise and use the present perfect. *Identify main and subordinate clauses. *Use a growing range of subordinating conjunctions. *Express time, place and cause using a wide range of conjunctions, adverbs and prepositions. *Use fronted adverbials. *Recognise and use a variety of sentence types including simple, compound, complex.</p>	<p><b>Fiction: Mystery/suspense stories</b> Use techniques to build suspense in writing episodes from a mystery story. <b>Poetry: Take One Poet</b> Explore and write poems inspired by the poetry of Carole Ann Duffy. <b>Non-Fiction: Persuasive Writing</b> Create a persuasive text to help protect our waterways.</p> <p><b>Text structure and organization:</b> *Organise ideas into paragraphs around a theme. *Begin to change paragraphs with increasing accuracy. *Use a wider range of simple devices to structure work. *Clearly and appropriately structure a text for the genre. *Choose nouns or pronouns within and across sentences to</p>	<p><b>Writing Assessments:</b> Mystery story featuring suspense Poetry Persuasive text</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b> Weekly spelling tests Grammar and punctuation assessments</p> <p><b>Reading Assessments:</b> Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments</p>



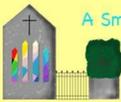
<p><i>The Rhythm of the Rain</i> - Grahame Baker-Smith <i>A River</i> - Marc Martin A variety of non-fiction texts and websites</p> <p><b>Class Novel:</b> See note and list below*</p>	<p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Participate constructively in role plays and improvisations.</p>	<p>*Use a thesaurus to find synonyms to improve understanding and vocabulary. *Participate in discussions on texts. *Predict what might happen from details stated or implied. *Draw inferences, such as inferring characters' thoughts, feelings and motives; justify inferences with evidence from the text. *Give a personal response to a text with reasons for thoughts and feelings. *Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination. *Give reasons with supporting evidence for why the author has made particular language choices. *Show an understanding of some features that writers use to provoke readers' reactions. *Identify the setting of a text, explaining reasons. *Make connections between two or more texts and begin to discuss similarities of themes and conventions, settings, plots and topics.</p>	<p>in y; the prefixes in- and il-; the prefixes im- and ir-.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p>*Use a variety of more complex sentence openers.</p> <p><b>Punctuation:</b> *Correctly and consistently use full stops, capital letters, exclamation marks and question marks. *Use apostrophes for contraction and possession, including plural possession. *Use full punctuation rules for direct speech. *Use commas to separate phrases and clauses, and after a fronted adverbial. *Use commas in a list and a colon to introduce the list.</p>	<p>aid cohesion and avoid repetition.</p> <p><b>Composition and effect:</b> *Plan writing by discussing and recording ideas using appropriate features and structure. *Use a rich, varied and adventurous vocabulary in writing and choose words to create a desired effect. *Confidently use expanded noun phrases to describe and specify; expand noun phrases using a prepositional phrase. *Recognise and use similes, alliteration, metaphors and personification. *Choose appropriate and powerful verbs to add variety and impact. *Create and describe settings, characters, and plots. *Write effective introductions and conclusions for fiction and non-fiction. *Evaluate, edit and proofread texts.</p>	<p><b>Spoken Language Assessments:</b> Reading own writing aloud to group/class Taking part in drama-based activities: hot-seating; conscience alley; freeze frame Poetry performance</p>
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<p><b>Spring 1</b> <b>Topic:</b> <b>Walk Like an Egyptian</b></p> <p><b>Fiction:</b> <b>Fairy Stories</b> <i>The Egyptian Cinderella</i> - Shirley Climo  <i>Cinderella</i> - Judy Sierra</p> <p><b>Poetry:</b> <b>Take Two Poets</b> - <i>Marshmallow Clouds</i> - Ted Koosner and Connie Wanek</p> <p><b>Short form poems:</b> haiku, quatrain</p> <p><b>Non-Fiction:</b> <b>Non-chronological report:</b> <i>The Making of a Mummy</i> Non-fiction texts/ websites, including: <i>Ancient Egypt</i> - Eyewitness <i>Awesome Egyptians</i> - Terry Deary <i>Egyptology</i> - Emily Sands</p> <p><b>Class Novel:</b> <i>See note and list below*</i></p>	<p><b>Individual Reading:</b> 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p><b>Guided Reading:</b> Weekly activities exploring a variety of texts and extracts, including the class novel, poetry, fairy stories and non-fiction texts.</p> <p><b>Shared Reading:</b> Class novel, read during daily <i>Share a Story</i> session <i>The Egyptian Cinderella</i> Poems from <i>Marshmallow Clouds</i> Non-fiction books on Ancient Egypt</p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform in a poetry assembly.</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <ul style="list-style-type: none"> <li>*Discuss understanding of a text and the meaning of words in context.</li> <li>*Recognise a range of types of poetry and the conventions for different types of writing.</li> <li>*Practise skimming and scanning skills to retrieve information from a text.</li> <li>*Retrieve and record information from non-fiction texts.</li> <li>*Confidently use contents pages and indexes to locate information.</li> <li>*Participate in discussions on texts, taking turns and listening to what others say.</li> <li>*Predict what might happen from details stated or implied.</li> <li>*Draw inferences, such as inferring characters' thoughts, feelings and motives; justify inferences with evidence from the text.</li> <li>*Give a personal response to a text with reasons for thoughts and feelings.</li> </ul>	<p><b>Handwriting:</b> Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p><b>Spelling:</b> Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns: adding the suffixes -ing -er and -ed to words; homophones; the prefixes tele- and sub-.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p><b>Vocabulary:</b> *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b> *Recognise and use different parts of speech appropriately: nouns, verbs, adjectives, adverbs, conjunctions, prepositions and pronouns. *Recognise and use different verb tenses including: simple past and present; past and present progressive; recognise and use the present perfect. *Identify main and subordinate clauses. *Use a growing range of subordinating conjunctions. *Express time, place and cause using a wide range of conjunctions, adverbs and prepositions. *Use fronted adverbials. *Recognise and use a variety of sentence types including simple, compound, complex. *Use a variety of more complex sentence openers.</p> <p><b>Punctuation:</b> *Correctly and consistently use full stops, capital letters, exclamation marks and question marks. *Use apostrophes for contraction and possession, including plural possession. *Use full punctuation rules for direct speech. *Use commas to separate phrases and clauses, and after a fronted adverbial.</p>	<p><b>Fiction: Fairy Stories:</b> Retell the story of the Egyptian Cinderella. <b>Poetry: Take Two Poets</b> Explore the poetry of Ted Koosner and Connie Wanek and create poems inspired by their work. <b>Short Form Poetry</b> Write short form poems. <b>Non-Fiction:</b> <b>Non-chronological Report</b> Write an information report on mummification.</p> <p><b>Text structure and organization:</b> *Organise ideas into paragraphs around a theme. *Change paragraphs with increasing accuracy. *Use a wider range of simple devices to structure work. *Clearly and appropriately structure a text for the genre. *Write a well-structured story in five parts. *Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p><b>Composition and effect:</b> *Plan writing by discussing and recording ideas using appropriate features and structure. *Use appropriate writing features for the task. *Use a rich, varied and adventurous vocabulary in writing and choose words to create a desired effect.</p>	<p><b>Writing Assessments:</b> Fairy story Poems Non-chronological report</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b> Weekly spelling tests Grammar and punctuation assessments</p> <p><b>Reading Assessments:</b> Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p><b>Spoken Language Assessments:</b> Reading own writing aloud to group/class Poetry performance Class poetry assembly</p>
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		<p>*Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination.</p> <p>*Give reasons with supporting evidence for why the author has made particular language choices.</p> <p>*Show an understanding of some features that writers use to provoke readers' reactions.</p> <p>*Identify the setting of a text, explaining reasons.</p> <p>*Make connections between two or more texts and begin to discuss similarities of themes and conventions, settings, plots and topics.</p>		<p>*Use commas in a list and a colon to introduce the list.</p>	<p>*Confidently use expanded noun phrases to describe and specify; expand noun phrases using a prepositional phrase.</p> <p>*Recognise and use similes, alliteration, metaphors and personification.</p> <p>*Choose appropriate and powerful verbs to add variety and impact.</p> <p>*Create and describe settings, characters, and plots.</p> <p>*Write effective introductions and conclusions for fiction and non-fiction.</p> <p>*Evaluate, edit and proofread texts.</p>	
<p><b>Spring 2</b> <b>Topic:</b> <b>Walk Like an Egyptian</b></p> <p><b>Fiction:</b> <b>Story from another culture:</b> <i>Henry's Freedom Box</i> - Ellen Levine</p> <p><b>Non-Fiction:</b> <b>Biography:</b> Write a biography of a significant woman from history. <i>Fantastically Great Women Who</i></p>	<p><b>Individual Reading:</b> 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p><b>Guided Reading:</b> Weekly activities exploring a variety of texts and extracts, including the class novel, biographies, and other non-fiction texts.</p> <p><b>Shared Reading:</b> Class novel, read during daily <i>Share a Story</i> session</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Practise skimming and scanning skills to retrieve information from a text.</p> <p>*Retrieve and record information from non-fiction texts.</p> <p>*Identify and summarise the main ideas from more than one paragraph.</p>	<p><b>Handwriting:</b> Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p><b>Spelling:</b> Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with</p>	<p><b>Vocabulary:</b> *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b> *Revise and use different parts of speech appropriately: nouns, verbs, adjectives, adverbs, conjunctions, prepositions and pronouns. *Revise and use different verb tenses including: simple past and present; past and present progressive; recognise and use the present perfect. *Revise and use main and subordinate clauses.</p>	<p><b>Fiction: Story from another culture</b> Write a story inspired by <i>Henry's Freedom Box</i>.</p> <p><b>Non-fiction: Biography</b> Research and write a biography of a significant woman from history.</p> <p><b>Text structure and organization:</b> *Organise ideas into paragraphs around a theme. *Change paragraphs with increasing accuracy. *Use a wider range of simple devices to structure work.</p>	<p><b>Writing Assessments:</b> Story from another culture Biography</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b> Weekly spelling tests Grammar and punctuation assessments</p> <p><b>Reading Assessments:</b> Informal assessment whilst reading to an adult</p>



<p><i>Changed the World/Fantastically Great Women Who Saved the Planet - Kate Pankhurst</i></p> <p><b>Class Novel:</b> See note and list below*</p>	<p><i>Henry's Freedom Box Fantastically Great Women Who Changed the World Fantastically Great Women Who Saved the Planet</i></p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Participate constructively in role plays, improvisations and debates.</p>	<ul style="list-style-type: none"> <li>*Independently use the first 2 or 3 letters of a word to check its meaning and spelling in a dictionary.</li> <li>*Use a thesaurus to find synonyms to improve understanding and vocabulary.</li> <li>*Participate in discussions on texts.</li> <li>*Predict what might happen from details stated or implied.</li> <li>*Draw inferences, such as inferring characters' thoughts, feelings and motives; justify inferences with evidence from the text.</li> <li>*Give a personal response to a text with reasons for thoughts and feelings.</li> <li>*Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination.</li> <li>*Give reasons with supporting evidence for why the author has made particular language choices.</li> <li>*Show an understanding of some features that writers use to provoke readers' reactions.</li> <li>*Identify the setting of a text, explaining reasons.</li> <li>*Make connections between two or more texts and begin to</li> </ul>	<p>groups working on Year 3 or Year 4 focus statutory words.</p> <p>Spelling patterns: words with the 'k' or 'sh' sound spelled ch; the prefixes auto- and super-; the prefixes inter- and anti-.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<ul style="list-style-type: none"> <li>*Use a growing range of subordinating conjunctions.</li> <li>*Express time, place and cause using a wide range of conjunctions, adverbs and prepositions.</li> <li>*Revise and use fronted adverbials.</li> <li>*Revise and use a variety of sentence types including simple, compound, complex.</li> <li>*Use a variety of more complex sentence openers.</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>*Correctly and consistently use full stops, capital letters, exclamation marks and question marks.</li> <li>*Revise and use apostrophes for contraction and possession, including plural possession.</li> <li>*Revise and use full punctuation rules for direct speech.</li> <li>*Revise and use commas to separate phrases and clauses, and after a fronted adverbial.</li> <li>*Revise and use commas in a list and a colon to introduce the list.</li> </ul>	<ul style="list-style-type: none"> <li>*Clearly and appropriately structure a text for the genre.</li> <li>*Write a well-structured story in five parts.</li> <li>*Revise and use nouns or pronouns within and across sentences to aid cohesion and avoid repetition.</li> </ul> <p><b>Composition and effect:</b></p> <ul style="list-style-type: none"> <li>*Plan writing by discussing and recording ideas using appropriate features and structure.</li> <li>*Use appropriate writing features for the task.</li> <li>*Use a rich, varied and adventurous vocabulary in writing and choose words to create a desired effect.</li> <li>*Confidently use expanded noun phrases to describe and specify; expand noun phrases using a prepositional phrase.</li> <li>*Revise and use similes, alliteration, metaphors and personification.</li> <li>*Revise and use appropriate and powerful verbs to add variety and impact.</li> <li>*Create and describe settings, characters, and plots.</li> <li>*Write effective introductions and conclusions for fiction and non-fiction.</li> <li>*Evaluate, edit and proofread texts.</li> </ul>	<p><i>Accelerated Reader</i> quizzes and reports</p> <p>Guided reading activities</p> <p>Comprehension assessments</p> <p><b>Spoken Language Assessments:</b></p> <p>Reading own writing aloud to group/class</p> <p>Taking part in drama-based activities:</p> <p>hot-seating; conscience alley; freeze frame</p>
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		discuss similarities of themes and conventions, settings, plots and topics.				
<p><b>Summer 1</b> <b>Topic:</b> <b>Prehistoric Peoples</b></p> <p><b>Fiction:</b> <b>Diary entries:</b> <i>Stone Age Boy</i> - Satoshi Kitamura</p> <p><b>Poetry:</b> <b>Performance poetry:</b> <i>Off by Heart</i> - Roger Stevens <i>Poems Aloud:</i> <i>Courage Out Loud</i> - Joseph Coelho (ed.) <i>Daydreams and Jellybeans</i> - Alex Wharton</p> <p><b>Non-Fiction:</b> <b>Explanation text:</b> <i>How to Catch a Woolly Mammoths/Why Mammoths Became Extinct</i> <i>Mammoths: Ice Age Giants/The Ice Age Tracker's Guide</i> - Adrian Lister</p> <p><b>Class Novel:</b> <i>See note and list below*</i></p>	<p><b>Individual Reading:</b> 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p><b>Guided Reading:</b> Weekly activities exploring a variety of texts and extracts, including the class novel, poetry, explanation texts and other non-fiction.</p> <p><b>Shared Reading:</b> Class novel, read during daily <i>Share a Story</i> session <i>Stone Age Boy</i> Poetry <i>Mammoths: Ice Age Giants</i> <i>The Ice Age Tracker's Guide</i> Explanation texts</p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform.</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Revision of retrieval and inference skills and other reading objectives, as identified by AfL.</p> <p>*Activities to support class and individual reading targets.</p>	<p><b>Handwriting:</b> Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p><b>Spelling:</b> Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns: adding the suffix -ous; adding suffixes -sion and -ssion; adding the suffixes -cian and -tian; adding the suffix -ation; adding the suffix -ly; words ending in -gue and -que.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p><b>Vocabulary:</b> *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b> *Revision of sentence objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p><b>Punctuation:</b> *Revision of punctuation objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p><b>Fiction: Diary Entries</b> Write descriptive diary entries inspired by <i>Stone Age Boy</i>.</p> <p><b>Poetry: Performance Poems</b> Write and perform poems inspired by performance poetry.</p> <p><b>Non-Fiction: Explanation Texts</b> Write an explanation text linked to learning from history unit: <i>How to Catch a Woolly Mammoths</i> or <i>Why Mammoths Became Extinct</i>.</p> <p><b>Text structure and organization:</b> *Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p><b>Composition and effect:</b> *Revision of composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p><b>Writing Assessments:</b> Diary entries Poetry Explanation text</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b> Weekly spelling tests Grammar and punctuation assessments</p> <p><b>Reading Assessments:</b> Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p><b>Spoken Language Assessment:</b> Reading own writing aloud to group/class Poetry performance</p>



<p><b>Summer 2</b> <b>Topic:</b> <b>Prehistoric Peoples</b></p> <p><b>Fiction:</b> <b>Take One Book:</b> <i>Running Wild</i> - Michael Morpurgo</p> <p><b>Recount in role</b></p> <p><b>Composition in genre of children's own choice</b></p> <p><b>Non-Fiction:</b> <b>Newspaper Reports:</b> <i>Saved from the Tsunami!</i></p> <p><b>Persuasive Text:</b> Presentation: <i>The Cost of the Palm Oil Trade</i></p> <p><b>Class Novel:</b> <i>Running Wild</i> - Michael Morpurgo</p>	<p><b>Individual Reading:</b> 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 2x a week.</p> <p><b>Guided Reading:</b> Weekly activities exploring a variety of texts and extracts, including the class novel, newspaper reports and other non-fiction.</p> <p><b>Shared Reading:</b> <i>Running Wild</i> Newspaper reports Presentations</p> <p><b>Reading aloud/ Performance:</b> Read own writing aloud to a partner, group or the whole class. Give a formal presentation on a subject connected to <i>Running Wild</i>. Participate in end of year production.</p>	<p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Revision of retrieval and inference skills and other reading objectives, as identified by AfL.</p> <p>*Activities to support class and individual reading targets.</p>	<p><b>Handwriting:</b> Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p><b>Spelling:</b> Weekly spellings following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on revising Year 3 or Year 4 focus statutory words. Spelling patterns: words with the 's' sound spelled 'sc'; different spellings of the 'sh' sound; the 'i' sound spelled y; words with the 'u' sound spelled ou. Revision of statutory words and personal spelling lists</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p>	<p><b>Vocabulary:</b> *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p><b>Sentence structure:</b> *Revision of sentence objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p><b>Punctuation:</b> *Revision of punctuation objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p><b>Fiction: Diary entry/recount</b> Write a diary entry/recount in role as a character from <i>Running Wild</i>. <b>Genre of children's own choice</b> Write a piece of work inspired by <i>Running Wild</i>, in a genre chosen by children.</p> <p><b>Non-Fiction:</b> <b>Newspaper report</b> Write a newspaper report of the real life events that inspired <i>Running Wild</i>. <b>Persuasive Presentation</b> Create and give a presentation on the palm oil trade to classmates.</p> <p><b>Text structure and organization:</b> *Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p><b>Composition and effect:</b> *Revision of composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p>	<p><b>Writing Assessments:</b> Newspaper report Diary/recount in role Genre of children's own choice Presentation</p> <p><b>Spelling, Grammar and Punctuation Assessments:</b> Weekly spelling tests Grammar and punctuation assessments</p> <p><b>Reading Assessments:</b> Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p><b>Spoken Language Assessment:</b> Reading own writing aloud to group/class Giving a presentation Taking part in drama- based activities: hot-seating; conscience alley; freeze frame Taking part in end of year production</p>
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**\*Class Novels and Share a Story**

Our class novel will be read daily to all KS2 children during our *Share a Story* session at the end of the school day. We will sometimes also share and discuss poetry during this time. Our first novel will be *The Firework Makers' Daughter* by Philip Pullman. We will then read a selection of the following novels during the year,



ending with *Running Wild* by Michael Morpurgo. Novels will feature a variety of genres, classic and contemporary texts, and authors from diverse backgrounds. Novel choice will be guided by the text types/topics we are studying during the term and the children's own interests.

### **Novels**

*The Secret Garden* - Francis Hodgson Burnett  
*Five Children and It* - E. Nesbit  
*Swallows and Amazons* - Arthur Ransome  
*Charlotte's Web* - E.B.White  
*Fantastic Beasts and Where to Find Them* - J.K. Rowling  
*Boy in the Tower* - Polly Ho-Yen  
*The Unforgotten Coat* - Frank Cottrell Boyce  
*The Terrible Thing that Happened to Barnaby Rooker* - John Boyne  
*The Nowhere Emporium* - Ross Mackenzie  
*When the Sky Falls* - Phil Earle  
*The Girl of Ink and Stars* - Kiran Millwood Hargrave  
*Pax* - Sara Pennypacker  
*The Wolves of Willoughby Chase* - Joan Aiken  
*Beetle Boy* - M.G. Leonard  
*The London Eye Mystery* - Siobhan Dowd

### **Poetry**

*Poems from a Green and Blue Planet* - Sabrina Mahfouz (ed.)  
*Life Doesn't Frighten Me* - Maya Angelou  
*The Works* - Pie Corbett (ed.)  
*A Nature Poem for Every Week of the Year* - Samantha Bond (ed.)  
*The Lost Spells* - Robert Macfarlane