School Improvement
Liverpool

English Plans
Year 3

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Introduction

The Liverpool English team have developed a medium term planning document to support effective implementation of the National Curriculum.

Children need to secure knowledge, understanding and skills in decoding and comprehension in reading and in composition, transcription, vocabulary, grammar and punctuation in writing.

There is a key focus on the 'Immerse, Analyse, Write' teaching sequence to ensure that children have opportunities to practise the key skills whilst building the understanding and knowledge to apply these skills across a range of genres.

Each year group has a list of suggested genres with 2 – 3 week block plans for each one. Each plan includes Statutory Requirements, previous knowledge, possible texts and suggested teaching sequence.

“The greater part of writing is daydreaming, dreaming the dream of my story, until it hatches out. I love finishing it and then holding it in my hand and sharing my dream with my readers.”

- Michael Morpurgo

Immerse,
Analyse,
Write

Suggested Breakdown of Non-Fiction Text Blocks

This is based on a 2 week block

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

Immerse 3-4 days

This is when the children get to see and engage with different examples of the text type.

They will be using a lot of Speaking and Listening skills, such as following instructions (verbal and written), verbally explaining how to do specific tasks, recounting about a trip or event in/out of school, looking at different texts to find out information on a topic (maybe one from their Science, History, Geography, DT or RE work).

Telling their partner/group/class interesting information they have found.

Role playing persuading another group/person to do something they want to do, or change their mind to come to agreement on a specific question.

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

Analyse 1-2 days

This is the time to identify the key features of the text type through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective layouts, giving considered reasons for this and talking about how to improve weaker examples.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.

Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the next couple of key features of the text type; children have a go for themselves.

Teacher models improving the text, children have a go for themselves.

Teacher models writing the ending for the text type and re-evaluates it against success criteria already agreed and shown on working wall.

Depending on the text type, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced each time.

Suggested Breakdown of Fiction Text Blocks

This is based on a 2 week block

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

Immerse 3-4 days

This is when the children get to engage with the text. This may be one longer text/ discussion of synopsis of different texts by the same author/different versions of the same story/different stories in the same text type to draw comparisons from. A film version of a longer text is also a good way to cover a whole novel in 3-4 sessions.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, boxing up the story, babble gabble to get to the key elements of the part/whole of the story, story mapping events in order.

Using storyboards before, during and after the retelling of the story.

Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the story.

Hot seating in-role, to answer and ask questions. Barrier games to describe the setting/character to a partner

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps, thought and speech bubbles etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

Analyse 1-2 days

This is the time to identify the key features of the text type through discussion and text marking.

Looking at the events in the story/stories shared.

Identifying interesting language/improving the text and the importance of word order to convey meaning/tension in the writing (as applicable).

How setting impacts on events.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.

Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the middle of the story with the problem main character has to overcome, children have a go for themselves.

Teacher models improving the middle and problem, children have a go for themselves.

Teacher models writing the ending and re-evaluates it against success criteria already agreed and shown on working wall.

Words and phrases identified in the Immerse and Analyse phases are highlighted if they have been used, and if not used, they can be used as part of the editing for improvement process before moving on to the next part of the story.

Suggested Breakdown of Poetry Blocks

This is based on a 2 week block

If completing over 1 week, simply halve the number of suggested days, ensuring IAW covered.

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

Immerse 3-4 days

This is when the children get to see and engage with different examples of the poems in a particular style. This may be one longer poem/ discussion of synopsis of different poems by the same author/different versions of the same poem/different poems in the same text type to draw comparisons from.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, babble gabble to get to the key elements of the part/whole of the poem, story mapping events in order.

Using storyboards before, during and after the retelling of the poem, (longer narrative poems especially).

Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the poem.

Rehearsal and performance of poem/s

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps, speech, thought and emotion bubbles etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

Analyse 1-2 days

This is the time to identify the key features of the poems through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective poems, giving considered reasons for this and talking about how to improve weaker examples.

Identifying the patterns/features/themes specific to the poem style.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.

Write 5 days

Teacher models how to plan an example of the poem, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing as a poem.

Teacher models how to write the first part for their example and the children to then have a go at writing their own starts to the poem.

Teacher models how to improve their first part and then the children have a go at improving their own.

Teacher models the next part/end of the poem; children have a go for themselves.

Teacher models improving the poem, children have a go for themselves.

Teacher re-evaluates and refines it against success criteria already agreed and shown on working wall.

Depending on the poem style, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced as appropriate.

Using The Plans

This is not a scheme but it is more than a medium term plan

The programme of study has been split into:

Reading

- Word Reading
- Comprehension

Writing

- Transcription
- Handwriting
- Composition
- Vocabulary, Grammar and Punctuation

Year 3	
Autumn	• Stories with Familiar Settings • Reports • Myths • Poetry – Poems to Perform
Spring	• Mystery • Instruction • Adventure Stories • Poetry – Shape Poetry and Calligrams
Summer	• Dialogues and Plays • Information • Poetry – Language Play • Authors – this is a reading unit with several possible written outcomes

These allocations serve only as a guide for the organisation of the teaching. Other factors such as term length, organisation of the daily English lesson, prior knowledge and cross-curricular links may determine the way in which English is prioritised, taught and delivered in your school.

Each block has assigned Statutory Requirements which are repeated throughout the year or phase. Word Reading, Transcription, Spelling and Handwriting however, have not been allocated and need to be planned for. These will be continuous.

The teaching sequence is then outlined for each block using the 'Immerse, Analyse, Write' approach. As before, the timings allocated and the organisation and frequency of delivery is flexible and will vary from school to school.

There are 2 appendices attached:

Appendix 1 – Immersion Strategies

Appendix 2 – Cross Curricular Links

Genre Overview

	Genres	Possible Texts
Year 3 **Autumn**	• Stories with Familiar Settings	**Stories with Familiar Settings** Gorilla – **Anthony Browne** Silly Billy – **Anthony Browne** Voices in the Park – **Anthony Browne** The Garden – **Dyan Sheldon** Enchantment in the Garden – **Shirley Hughes** Care of Henry – **Anne Fine** Desperate for a Dog – **Rose Impey** Worry guts – **Jan Mark** Born to Run – **Michael Morpurgo**
	• Reports	**Reports** The Human Body – small book – **Penny Coltman** My Best Book of Sharks – **Claire Llewellyn** Hedgehogs (British Wildlife) – **Sally Morgan** Tigers (Amazing Animals) – **Sally Morgan** Healthy Eating (Healthy Kids) – **Sylvia Goulding** Great Little Facts – **Clare Oliver**
	• Myths	**Myths** **http://myths.e2bn.org/** Greek Myths for young children – **Heather Amery** Usborne Book of Greek Myths (Usborne Myths & Legends) – **Anna Milbourne** The Children's Book of Myths and Legends – **Ronne Randall** Greek Myths – **Marcia Williams**

Spring	• Poetry – Poems to Perform	**Poetry – Poems to Perform** Poems to Perform: A Classic Collection chosen by the Children's Laureate – **Julia Donaldson** I've Got a Poem for You (Poems to Perform) – **John Foster** Perform Me a Poem – **Frances Reed**
	• Mystery	**Mystery** The Secret of Weeping Wood – **Robert Swindells** The Tunnel – **Anthony Browne** Tom's Sausage Lion – **Michael Morpurgo** The Haunting of Pip Parker – **Anne Fine** The Great Paper Caper – **Oliver Jeffers** Noah BarleyWater Runs Away – **John Boyne** Krindle Krax – **Philip Pullman**
	• Instruction	**Instruction** **These most effectively come from the other areas of the curriculum being covered at the time of the text type teaching** 180 Party Cakes & Cookies for Kids: A Mouthwatering Selection of easy-to-follow recipes for novelty cakes, cookies, buns and muffins for children's parties – **Martha Day** The Step-by-step Training Manual of Soccer Skills & Techniques – **Armadillo Books**

Summer	• Adventure Stories	**Adventure Stories** Traction Man – **Mini Grey** Julian, Secret Agent – **Ann Cameron** Football Academy: Boys United – **Tom Palmer** Gangsta Granny – **David Walliams** You're a Bad Man Mr Gum – **Andy Stanton** Stormbreaker (Alex Rider) – **Anthony Horowitz**
	• Poetry – Shape Poetry and Calligrams	**Poetry – Shape Poetry and Calligrams** What Shape is a Poem? – **Paul Cookson** Doodle Dandies: Poems That Take Shape – **J.Patrick Lewis**
	• Dialogues and Plays	**Dialogues and Plays** Play Time: Plays for all ages by the bestselling author of THE GRUFFALO – **Julia Donaldson** 12 Fabulously Funny Fairy Tale Plays – **Justin McCrory Martin** The Twits: Plays for Children – **Roald Dahl** The BFG: A Set of Plays – adapted from **Roald Dahl by David Wood**
	• Information	**Information** **http://www.iboard.co.uk/activity/Drought-Make-Your-Own-Information-Book-563** **http://www.iboard.co.uk/activity/Geography-Read-Alone-Information-Book-444** **http://www.iboard.co.uk/activity/Geography-Glossary-445** **http://www.iboard.co.uk/iwb/Kings-Queens-and-Rulers-Mock-Website-437** **http://www.iboard.co.uk/activity/Mammals-and-Birds-Make-Your-Own-Information Book--512**

		http://www.iboard.co.uk/activity/Mammals-and-Birds-Mock-Web-Site-291 http://www.iboard.co.uk/activity/Mammals-and-Birds-Read-Alone-InformationBook-390 http://www.iboard.co.uk/activity/Minibeasts-Amphibians-and-Reptiles-Mock-Web Site-292 http://www.iboard.co.uk/iwb/Picture-Annotator-Plants-2754
	• Poetry – Language Plays	**Poetry – Language Plays** Bananas in My Ears: A Collection of Nonsense Stories, Poems, Riddles, and Rhymes – **Michael Rosen** Utter Nonsense: Selected Poems of Lewis Carroll and Edward Lear – **Lewis Carroll and Edward Lear** Tickles, Pickles, and Floofing Persnickles: Reading and Writing Nonsense Poems (Poet in You) – **Connie Colwell Miller, Blake Hoena, Catherine Ipcizade** Raps, Riddles and Concrete – **Pie Corbett**
	• Authors – this is a reading unit with several possible written outcomes	**Authors – This is a reading unit with several possible written outcomes. Choose an author the children enjoy such as Ann Cameron, Tom Palmer, David Walliams, Andy Stanton, Anthony Horowitz, Anne Fine, Michael Morpurgo, Anthony Browne, Simon Bartram, Ted Hughes - choose a different one to the significant author already covered.**

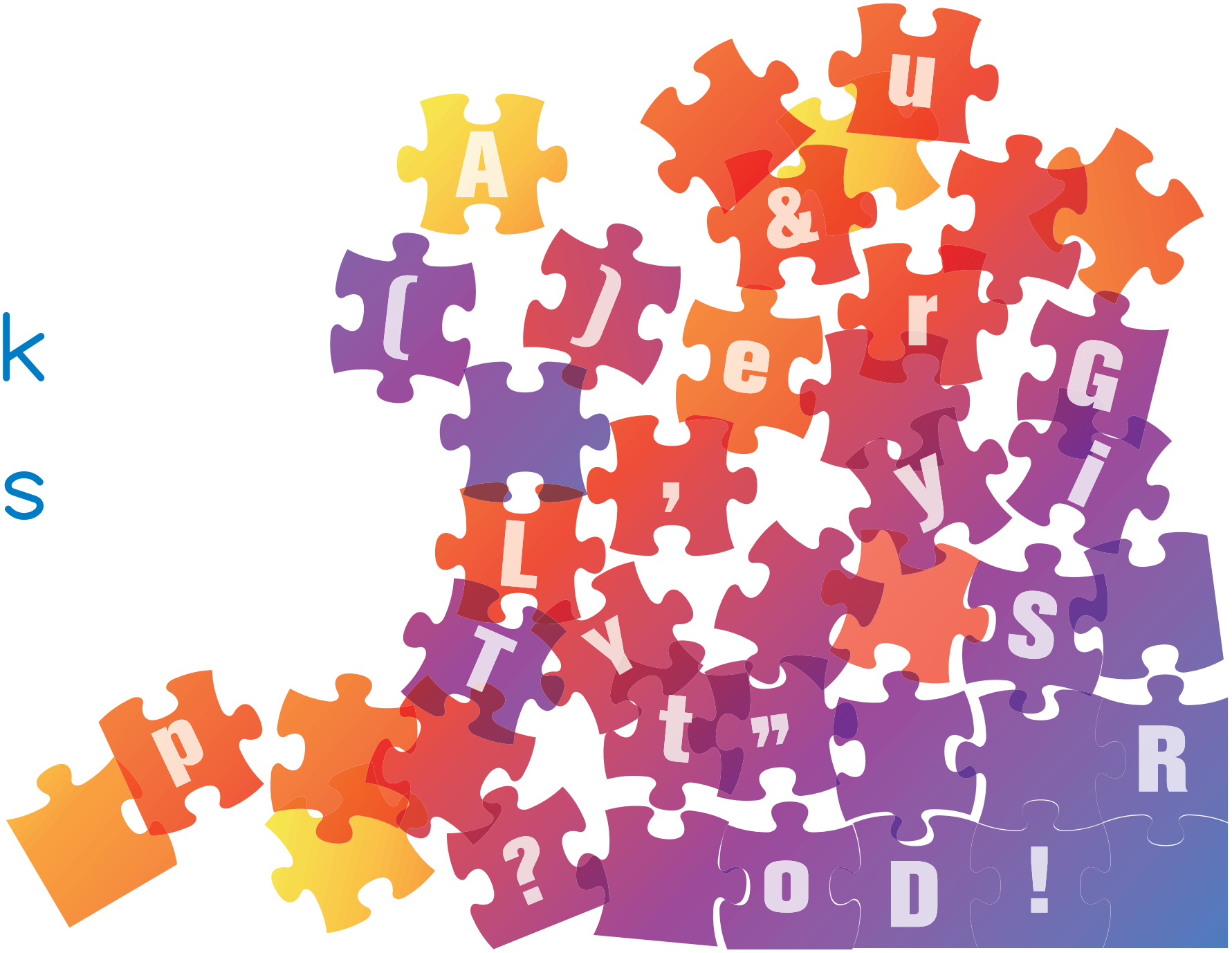
Statutory Requirements

Year 3 Statutory Requirements				
Reading	**Writing**	**Vocabulary, Grammar and punctuation**	**Spelling**	**Speaking and Listening**
Word reading Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Comprehension Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Transcription Pupils should be taught to: use further prefixes and suffixes and understand how to add them (Appendix 1) spell further homophones spell words that are often misspelt (Appendix 1) use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Handwriting Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech	Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous	Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Year 3 Statutory Requirements				
Reading	**Writing**	**Vocabulary, Grammar and punctuation**	**Spelling**	**Speaking and Listening**
• identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry (e.g. free verse, narrative poetry) understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning	Composition Pupils should be taught to: plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices such as headings and sub-headings evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Word Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation		speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

Year 3 Statutory Requirements				
Reading	**Writing**	**Vocabulary, Grammar and punctuation**	**Spelling**	**Speaking and Listening**
retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Punctuation Introduction to inverted commas to punctuate direct speech Terminology adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')		

Block Plans



Autumn

Stories with familiar Settings

Statutory Requirements

Reading – comprehension

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing-Composition

pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Identify the elements of a familiar setting when discussing a story read on paper and on screen. Compose and punctuate a simple sentence.	Gorilla – **Anthony Browne** Silly Billy – **Anthony Browne** Voices in the Park – **Anthony Browne** The Garden – **Dyan Sheldon** Enchantment in the Garden – **Shirley Hughes** Care of Henry – **Anne Fine** Desperate for a Dog – **Rose Impey** Worry guts – **Jan Mark** Born to Run – **Michael Morpurgo**

Phased Teaching (based on 2-3 weeks)

Immersion

- Read and compare stories with familiar settings.
- Investigate various familiar settings.
- Use ICT to explore familiar settings. (Including digital media)
- Discuss atmosphere and common features and themes and collate vocabulary.
- Express a view clearly as part of a class or group discussion.
- Form opinions of a text and use evidence in the text to explain their reasons.
- Verbally describe a familiar setting.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify and display the features of the genre.
- Create own familiar setting and describe verbally and through written work.
- Reread, analyse and investigate familiar settings.
- Identify how the 5 senses are used to describe familiar settings.
- Write descriptions of familiar settings using the 5 senses.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Independently write a story with a familiar setting, first through modelled and then through shared composition.
- Plan, draft, edit and review a story with a familiar setting.
- **Produce a story with a familiar setting, applying all the learning from this block.**

Reports
Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices such as headings and sub-headings

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Write three facts about something that interests them in three sentences, using capital letters and full stops (and commas for lists, if appropriate), consistently using the present tense and using precise vocabulary. Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.	The Human Body – small book – **Penny Coltman** My Best Book of Sharks – **Claire Llewellyn** Hedgehogs(British Wildlife) – **Sally Morgan** Tigers (Amazing Animals) – **Sally Morgan** Healthy Eating (Healthy Kids) – **Sylvia Goulding** Great Little Facts – **Clare Oliver**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of the genre.
- Recognise the structure and language features of a report.
- Model how to research and note-take using information and ICT texts.
- Learn how to locate and note the main points in a text.
- Find a key word using an index and then locate the relevant information on a page.
- Demonstrate understanding of information read from a book or screen by noting the main points.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify and display the features of the genre.
- Make notes and contribute to an oral presentation of information.
- Research information from a variety of sources.
- Recognise the structure and language features of a report.
- Collate and display technical vocabulary.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Model how to plan, draft, edit and review a report.
- Write own reports based on notes from several sources.
- **Produce a report/reports, applying all the learning from this block.**

Myths
Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Identify the key elements of a range of settings when discussing a story read on paper or on screen. Understand that a story builds to a climax for a reader, followed by a resolution to the main problem encountered by the central character. Compose and punctuate a simple and a compound sentence.	**http://myths.e2bn.org/** Greek Myths for young children – **Heather Amery** Usborne Book of Greek Myths (Usborne Myths & Legends) – **Anna Milbourne** The Children's Book of Myths and Legends – **Ronne Randall** Greek Myths – **Marcia Williams**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of the genre.
- Compare a range of myths.
- Analyse a myth, identifying the text structure and language features.
- Identify the main text features of a myth, including the introduction of the characters, the problem to be overcome, the journey undertaken and the resolution of the problem.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify and display the features of the genre.
- Identify how settings impact on events in a myth.
- Create an interactive story map to support planning a myth.
- Use oral storytelling to plan a myth.
- Question others to find out further detail about a narrative.
- Tell a story orally, based on their reading, organised in a clear sequence.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Teacher models how to write their own myth incorporating settings that provide a challenge and settings with characters that support the main character and is organised into a clear sequence of events
- Plan, draft, edit and review.
- **Produce a myth, applying all the learning from this block.**

Poetry – Poems to Perform

Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of poetry
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas and summarising these
- identifying how language, structure, and presentation contribute to meaning

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- roof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning

Check that children can already:

Talk about favourite words or parts of a poem. Listen to poems being read and talk about likes and dislikes - including the words used.

Perform in unison, following the rhythm and keeping time.

Make up funny sentences and playing with words.

Create a repeating pattern or line.

Suggested Texts

Poems to Perform: A Classic Collection chosen by the Children's Laureate – **Julia Donaldson**

I've Got a Poem for You (Poems to Perform) – **John Foster**

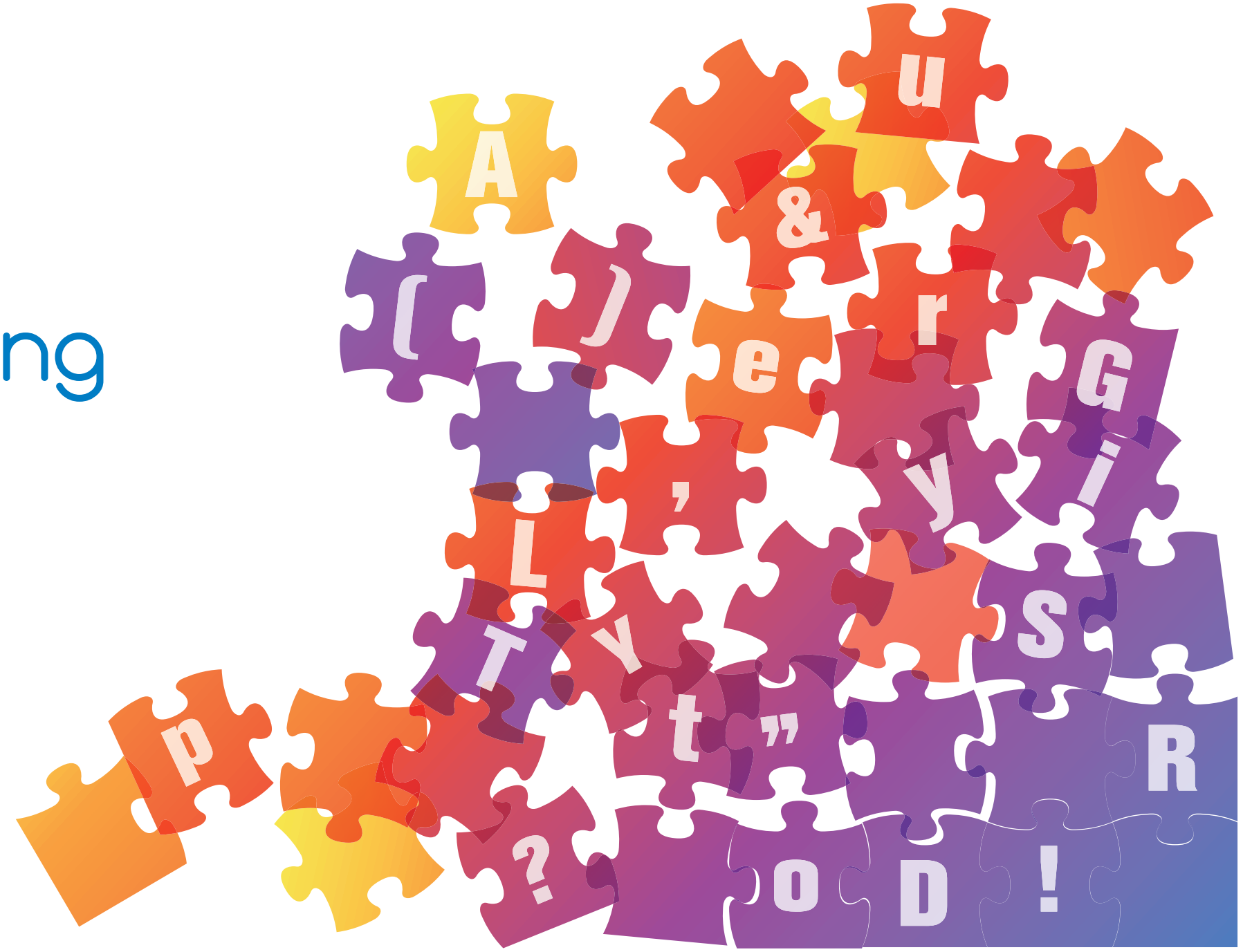
Perform Me a Poem – **Frances Reed**

Phased Teaching (based on 2-3 weeks)		
Immersion Display examples of the genre. Read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. Read a range of poems. Short incidental writing opportunities must be provided linked to reading development.	**Analysis** Identify and display the features of the genre Select a poem with a distinctive pattern and, using this as a framework, model how to construct a poem using the same model and rhythm but with a different subject or focus. Work in groups to decide on the focus of their poem and gather ideas and possible words and phrases to include. Make use of rhyming dictionaries, either printed or on screen. Identify the features of performance poetry. Create word banks and rhyming dictions. Short incidental writing opportunities must be provided.	**Writing / Presentation** Plan, draft, edit, perform and review performance poems. Groups then rehearse and perform their poems and evaluate each other's contributions. **Perform poem/s, applying all the learning from this block.**

“Reading widely and often feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious minds”

- **The National Curriculum (2014)**

Spring



Mystery
Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Demonstrate understanding of the features of particular types of text by talking about similarities and differences in characters, settings and events. Write a complete story with: sequence of events in paragraphs for the opening, problem, resolution, ending; descriptions of new characters or settings; complete sentences in third person and past tense; examples of patterned story language and dialogue with speech marks. Express an opinion and explain a point of view, for example, by using evidence from the text.	The Secret of Weeping Wood – **Robert Swindells** The Tunnel – **Anthony Browne** Tom's Sausage Lion – **Michael Morpurgo** The Haunting of Pip Parker – **Anne Fine** The Great Paper Caper – **Oliver Jeffers** Noah BarleyWater Runs Away – **John Boyne** Krindle Krax – **Philip Pullman**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of the genre.
- Read a mystery story (to run throughout the unit). Investigate plot structure and identify typical themes, settings and characters.
- Explore a moral dilemma faced by a particular character using discussion and drama.
- Express and justify their judgments and demonstrate empathy for the character.
- Explain reasons why a character has behaved in a particular way.
- Identify how the author engages the reader and maintains interest.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify key features of mystery stories.
- Analyse language use and connectives to signal time, place or sequence.
- Explore different types of sentence and the effect of varying sentence length.
- Recount an incident from the story in a different way, for example in a conversation between two characters or in a letter.
- Recount an incident from a story maintaining a first-person viewpoint.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Plan, draft, edit and review an extended mystery story divided into chapters or paragraphs with logically sequenced events and a resolution.
- Identify a problem, events and resolution and use typical characters and settings.
- Include elements from reading, such as description, action sequences, dialogue.
- Check finished work and present finished stories to the class, for example as a book.
- **Produce a mystery story, applying all the learning from this block.**

Instructions

Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices such as headings and sub-headings

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning

Check that children can already:

Respond to and follow both oral and written sequences of instructions.

Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.

Compose sentences using tense consistently (present, past and imperative).

Suggested Texts

These most effectively come from the other areas of the curriculum being covered at the time of the text type teaching

180 Party Cakes & Cookies for Kids: A Mouthwatering Selection of easy-to-follow recipes for novelty cakes, cookies, buns and muffins for children's parties – **Martha Day**

The Step-by-step Training Manual of Soccer Skills & Techniques – **Armadillo Book**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of instructions.
- Express a view clearly as part of a class or group discussion.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Analyse varied instructional texts, revising key organisational features and identifying language conventions.
- Recognise the structure and language features of an instructional text.
- Plan and orally rehearse instructional sequences.
- Record a process and use this to draft instructional texts.
- Orally produce instructions, evaluate their effectiveness and develop them into a chronological sequence.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Teacher demonstrates how to plan, draft, edit and review an instructional text.
- Revise and finalise draft texts, evaluating their effectiveness as instructional sequences.
- Write an instructional text using selective adverbial language, sequenced imperative statements and presentational features such as bullet points or numbering.
- **Produce sets of instructions, applying all the learning from this block.**

Adventure

Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Demonstrate understanding of the features of particular types of text by talking about similarities and differences in characters, settings and events. Write a complete story with: sequence of events in paragraphs for the opening, problem, resolution, ending; descriptions of new characters or settings; complete sentences in third person and past tense; examples of patterned story language and dialogue with speech marks. Express an opinion and explain a point of view, for example, by using evidence from the text.	Traction Man – **Mini Grey** Julian, Secret Agent – **Ann Cameron** Football Academy: Boys United – **Tom Palmer** Gangsta Granny – **David Walliams** You're a Bad Man Mr Gum – **Andy Stanton** Stormbreaker (Alex Rider) – **Anthony Horowitz**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of adventure texts.
- Read a range of short adventure stories.
- Investigate plot structure and identify typical themes, settings and characters.
- Explore a moral dilemma faced by a particular character using discussion and drama.
- Express and justify their judgments and demonstrate empathy for the character.
- Explain reasons why a character has behaved in a particular way.
- Identify how the author engages the reader and maintains interest.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify key features of adventure stories.
- Analyse language use and connectives to signal time, place or sequence.
- Explore different types of sentence and the effect of varying sentence length.
- Recount an incident from the story in a different way, for example in a conversation between two characters or in a letter.
- Recount an incident from a story maintaining a first-person viewpoint.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Plan, draft, edit and review an extended adventure story divided into chapters or paragraphs with logically sequenced events and a resolution.
- Identify a problem, events and resolution and use typical characters and settings. Include elements from reading, such as description, action sequences, dialogue.
- Check finished work and present finished stories to the class, for example as a book.
- **Produce an adventure story, applying all the learning from this block.**

Shape Poetry and Calligrams
Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising ideas around a theme

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas and summarising these • identifying how language, structure, and presentation contribute to meaning • participate in discussion about both poemss that are read to them and those they can read for themselves, taking turns and listening to what others say		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Compare and contrast different poems discussing preferences and referring to words or phrases in the text.	What Shape is a Poem? – **Paul Cookson** Doodle Dandies: Poems That Take Shape – **J.Patrick Lewis**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of shape poems and calligrams.
- Read and make comparisons between poems.
- Compose calligrams using word processors and explore the effects created.
- Explain what they like about a poem by referring to particular words and phrases and the subject of the poem.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify and display the features of shape poems and calligrams.
- Read a selection of poems on the same theme.
- Discuss vocabulary and capture ideas through first-hand experience.
- Modelled and shared composition.
- Identify examples where language is used to create a specific effect in a poem.
- Discuss the choice of words and their impact.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Compose shape poems using language effects and making decisions about form.
- Write a calligram, choosing appropriate presentational features and using ICT to create effects, and can explain why these effects have been chosen.
- Work collaboratively to edit and re-draft poetry.
- Write a poem (collaboratively or individually) that uses language to create an effect.
- Plan, draft, edit and review.
- **Produce shape poems and calligrams, applying all the learning from this block.**

“Imagination is more important than knowledge.”

- **Albert Einstein**

Summer

Dialogues and Plays
Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Demonstrate understanding of the features of particular types of text by talking about similarities and differences in characters, settings and events. Write a complete story with: sequence of events in paragraphs for the opening, problem, resolution, ending; descriptions of new characters or settings; complete sentences in third person and past tense; examples of patterned story language and dialogue with speech marks. Express an opinion and explain a point of view, for example, by using evidence from the text.	Play Time: Plays for all ages by the bestselling author of The Gruffalo – **Julia Donaldson** 12 Fabulously Funny Fairy Tale Plays – **Justin McCrory Martin** The Twits: Plays for Children – **Roald Dahl** The BFG: A Set of Plays – adapted from **Roald Dahl by David Wood**

Phased Teaching (based on 2-3 weeks)

Immersion	Analysis	Writing / Presentation
Display examples of dialogues and plays. Read and discuss stories, identifying the different characters and voices by using dramatised reading and puppets. Read and discuss a range of stories and play scripts. Short incidental writing opportunities must be provided linked to reading development.	Identify the features and conventions of written dialogue, demonstrate and then write dialogue. Compare this with a play based on the same story. Identify the features of play scripts and stories with dialogue. Short incidental writing opportunities must be provided.	Model how to write and perform play scripts based on familiar stories. Plan, draft, edit and review a play script or familiar story. **Produce a play script, applying all the learning from this block.**

Information

Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices such as headings and sub-headings

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning

Check that children can already:

Understand that some books contain stories while others give information.

Can write their own page for a non-chronological report.

Write facts and sentences about something that interests them, using capital letters and full stops (and commas for lists, if appropriate), consistently using the present tense and using precise vocabulary.

Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.

Suggested Texts

http://www.iboard.co.uk/activity/Drought-Make-Your-Own-Information-Book-563

http://www.iboard.co.uk/activity/Geography-Read-Alone-Information-Book-444

http://www.iboard.co.uk/activity/Geography-Glossary-445

http://www.iboard.co.uk/iwb/Kings-Queens-and-Rulers-Mock-Website-437

http://www.iboard.co.uk/activity/Mammals-and-Birds-Make-Your-Own-Information-Book--512

http://www.iboard.co.uk/activity/Mammals-and-Birds-Mock-Web-Site-291

http://www.iboard.co.uk/activity/Mammals-and-Birds-Read-Alone-Information-Book-390

http://www.iboard.co.uk/activity/Minibeasts-Amphibians-and-Reptiles-Mock-Web-Site-292

http://www.iboard.co.uk/iwb/Picture-Annotator-Plants-2754

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of information texts.
- Read and evaluate a wide range of simple persuasive texts, explaining and evaluating responses orally.
- Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.
- Read and discuss a range of information texts.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify the features of an information text
- Research a particular area (based on own interest or wider curriculum) using reference materials (books, IT sources).
- Use library classification systems to find books. Locate, read and note relevant information.
- Retrieve information from a range of sources.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Decide how to present information and make informed choices by using structures from different text types.
- Work collaboratively on an ICT-based presentation which includes different text types.
- Plan, draft, edit and review an information text.
- **Produce an information text, applying all the learning from this block.**

Poetry –Language Play
Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Compare and contrast different poems discussing preferences and referring to words or phrases in the text. Children can create a range of their own poems.	Bananas in My Ears: A Collection of Nonsense Stories, Poems, Riddles, and Rhymes – **Michael Rosen** Utter Nonsense: Selected Poems of Lewis Carroll and Edward Lear – **Lewis Carroll and Edward Lear** Tickles, Pickles, and Floofing Persnickles: Reading and Writing Nonsense Poems (Poet in You) – **Connie Colwell Miller, Blake Hoena, Catherine Ipcizade** Raps, Riddles and Concrete – **Pie Corbett**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display examples of language play poems.
- Read, discuss and analyse a range of poems that play with language.

These could include:

- Puns
- Riddles
- nonsense verse
- cautionary poems
- word games
- word puzzles

- Provide opportunities for children to perform some of their favourite examples considering volume, pace, expression and the use of different voices.
- Play some poetry games with the children to generate nonsense phrases, unusual rhymes, unusual combinations of adjectives and nouns, etc.

Read and discuss a range of poems that play with language.

Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify the features of language play poetry
- Select a particular form and, in shared composition with the children, build up a poem that follows a model seen in the examples read earlier.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Plan, draft, edit and review poems using language play.
- **Produce poems, applying all the learning from this block.**

Authors- a reading unit with many different possible written outcomes

Statutory Requirements

Reading – comprehension
develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing-Composition
Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices such as headings and sub-headings

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation
develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
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- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Terminology

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, consonant letter, vowel letter, direct speech - inverted commas or speech marks (needs to be consistent across school)

• predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		

English Appendix 2:

Word

- Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Sentence

- Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- Introduction to inverted commas to **punctuate** direct speech

Previous Knowledge / Prior Learning	Suggested Texts
Check that children can already: Talk about a particular author and the type of books that author writes; express a personal response and make independent choices about their own reading. Make a valid contribution to a collaborative group activity, listen to others and reach agreement within the group. Write and punctuate simple, compound and some complex sentences. Group sentences into paragraphs.	**Choose an author the children enjoy such as Ann Cameron, Tom Palmer, David Walliams, Andy Stanton, Anthony Horowitz, Anne Fine, Michael Morpurgo, Anthony Browne, Simon Bartram, Ted Hughes - choose a different one to the significant author already covered.**

Phased Teaching (based on 2-3 weeks)

Immersion

- Display extracts/examples of texts by the same author.
- Read a selection of work by a particular author.
- Express personal responses and explore aspects of the author's style. Read a longer story as a serial / watch film.
- Demonstrate how to write a book review.
- Groups find out about another author, reading and comparing responses, identifying aspects of style and selecting a favourite book to recommend in a written review.
- Groups report back to the class and children select new books to try based on other children's recommendations.
- Explain why they like books by a particular author, referring to an author's style or themes.
- Short incidental writing opportunities must be provided linked to reading development.

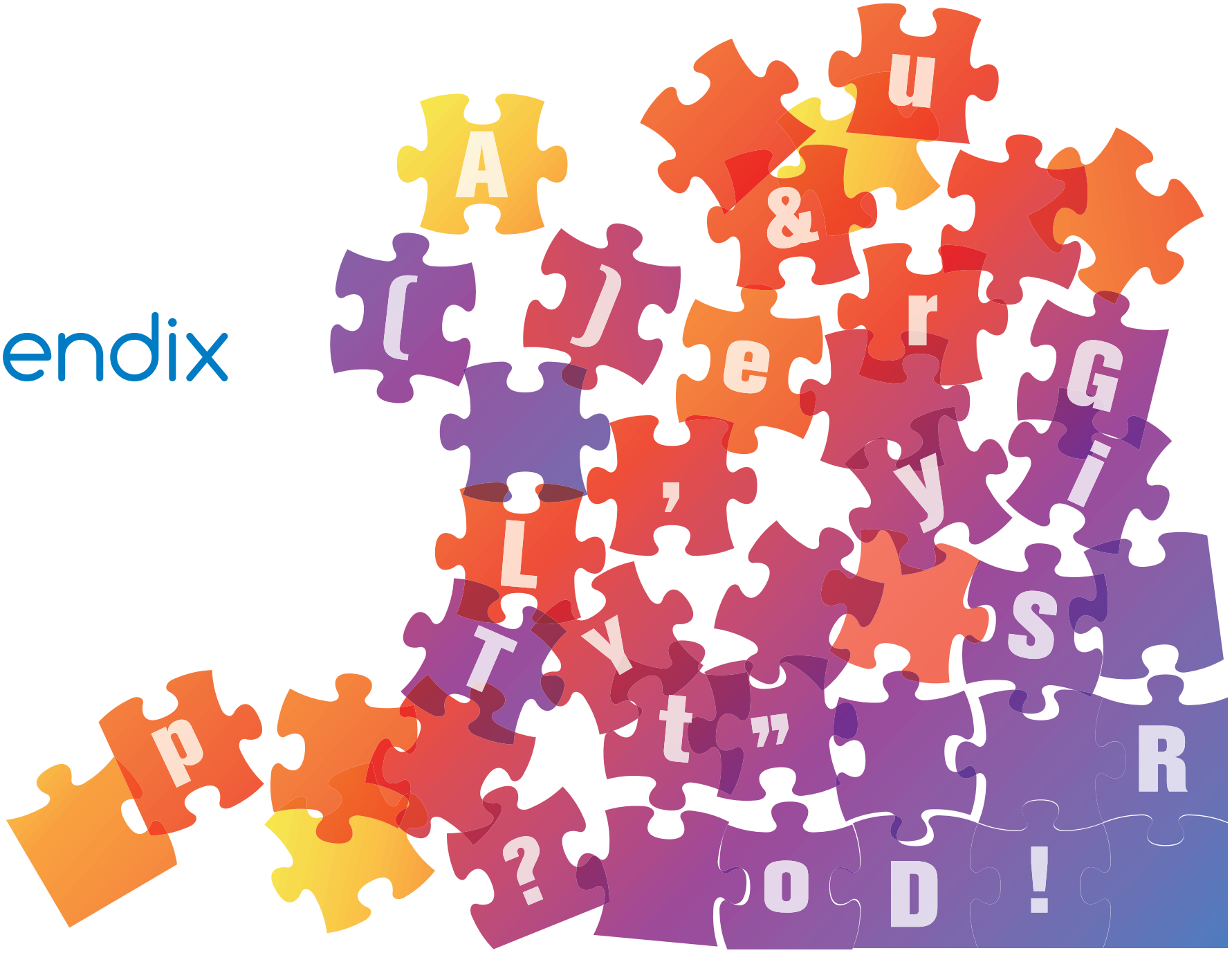
Analysis

- Analyse stories from the same authors.
- Use inference skills to understand the text.
- They will retrieve information and offer opinion on the plot, organisation, structure and style of the texts.
- Identify the key features of different texts.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Complete a range of writing tasks based on the texts discussed.
- There are a range of written outcomes for this block:
- letters
- reports
- diary
- newspaper article
- story in the style of an author
- the next chapter or alternative ending
- story from a different point of view
- advertisements
- persuasion
- Plan, draft, edit and review.
- **Produce a story in the style of the chosen author, applying all the learning from this block.**

Appendix



Immersion Strategies

Strategies to Immerse Children in a Text Type

The following approaches are really effective in developing children's responses to a text type through developing their vocabulary, drama skills, speaking and listening, rehearsal and oral retelling. If captured, this will lead to application of these skills in their written presentation at the end of the text type block.

Storyboards

Put 6-8 pictures from a story onto A3 landscape format (3+3 or 4+4). If these are laminated they can be re-used throughout the block/by another class or year group. Try to build these up over the year/school so they can become a resource for colleagues to dip into or use for blocks of work. They can also be used in reading for pleasure sessions as a visual text.

Pre-telling the story is using the storyboard before having read the story. This can be a quick or longer strategy depending on how you want to use it. The children can orally tell the story, add notes on post-its to stick onto their storyboard or develop sentences/paragraphs to write their own version of the story. If a complete story is written it is really good to compare this to the original text.

Re-telling the story is using the storyboard to prompt after reading story to the children.

Storyboards are an effective and efficient way of using the same resource to differentiate. When the children are using the storyboard, they can have challenging prompts focusing on language structure, vocabulary or punctuation appropriate to their next steps e.g. one group focuses on using conjunctions and, then, because; another group has adverbs to include; another group has to use fronted adverbial phrases.

Role on the Wall

A character outline is shared with the children (A4, A3 or life-size-draw round one of your children on wallpaper). The children then describe what the character looks like on the outside of the outline and what the character feels on the inside. This can be used at different points in a story to allow the children to consider how feelings of characters can change during a story.

Barrier Game

Before seeing a setting or character the teacher describes what it or they look like and the children have to draw their interpretation. The focus is on the accuracy of the words used by the describer and the listening skills of the drawer, rather than the drawing ability of the children. This can also be done in pairs with one child being the describer and the other the drawer.

Babble Gabble

This is a fun, frenetic way of getting the children to summarise the key points of a story/section of a story. After hearing part or all of a story the children work in pairs. First child has 1 minute to retell the story. Second child then retells story in 30 seconds. First child then retells in 15 seconds. Second child then has 10 seconds. As the time shortens you will notice a speeding up of talking and more use of gestures in the retelling.

Phone Conversation

On the carpet get the children to sit back to back and hold their hands to their mouth and ear as if holding an invisible phone so they can have a conversation in-role. Good for getting the children to think like a character and respond to questions from another character in a story or a reporter. The children can swap characters and repeat, adding to what their partner has started with, or going in a different direction completely.

Snowstorm

This is a great way to help children recall events or facts and learn from each other. Having already heard a story or part the children write down one thing they remember about the story/character/setting/feature (non-fiction/poetry) on a piece of paper (scrap is fine). Next they scrunch it up into a snowball and throw into the middle of the carpet or table (depending on space available). Each child picks up a snowball, unfolds, reads information and adds to it. This can be repeated as long as the children can think of other things to write down. This is a good strategy to use when reviewing any learning e.g. Science, Geography, History, RE, DT.

Conscience Alley

When reading a text, stop at a point when one of the characters has a decision to make. Discuss what that choice is and get the children to decide whether they want to be on the side for or against doing something. Make two lines (one for and one against) with a gap in the middle and then walk down the middle listening to the children's reasons. At the end of the line make your decision, based on how persuasive the lines were and give reasons for how you reached your decision. The children can have a go at being the character next time. This supports all abilities, as less confident children can use/develop ideas already heard and you can challenge more able children to come up with more ideas or better ways of putting the idea.

Freeze Frame

First, model with one group, in front of the class. Choose children to be characters at a specific point in the story, get them to position themselves and then freeze in position. Teacher then goes into the frame and asks each character how they are feeling/ what they are going to do next. All the children can work in character in groups to do this- they can all be at the same point, or allocated different key points in the story. Teacher then goes around the groups asking them questions in-role.

Jigsaw

Each group is given a specific aspect to research e.g. in an author study might be home life, growing up, influences, books written etc. Each group produces a poster/info sheet. Once this is complete, one person stays with the poster and the rest of the group move round to another group to make notes and learn about a different aspect. The person left behind is the 'expert' who has to answer questions/explain anything the other groups ask as they move around. This is repeated until they have been around all the groups. Then each group has to produce a range of posters, using the notes they have taken, on all the different aspects covered, thus learning from each other. These can be evaluated and the most effective ones displayed. This is also a really useful cross-curricular strategy.

Spies and Envoys

This is a good way to review learning. In groups of 4-6 children create a poster on all they have learned/know about a text type or focus e.g. Non-fiction texts or Michael Morpurgo author study. The group chooses one person to be a spy, who has to go and steal information from other group posters and then bring it back to add to their own poster, thus learning from each other and recognising gaps in their own information, which they can use to improve.

Envoys use higher-order skills, as when they go to another group they have to look at the poster, decide what they want to take back and use. Then they have to think of something on their poster that they will trade for this new information. This has to be agreed with the other group and then they can take it back and use it on their own poster. If there is nothing they want off the other group's poster, they move on to the next group and don't offer any information to that group.

Pyramid Game

This is a way of getting the children to consider the importance of events, features or facts. Children are given/write down 10 events/features or facts (depending on text type). They then have to order them with the most important at the top of the pyramid and the least important on the bottom row e.g.

X
X X
X X X
X X X X

They can then discuss their reasons for putting cards in particular order, with a view to being able to change their mind if they think their partner/group has a better reason for putting them in different order. The children don't have to reach full agreement on every point, as with stories they can interpret them differently and with non-chronological reports the order is down to the writer too. This can be done in pairs, groups or whole class and leads to really good discussion and development of their reasoning skills to justify choices.

Mind Maps

These can be used to capture ideas around a story, for research in non-fiction and for looking at different aspects of a poem. The block title goes in the centre, then different aspects such as setting, characters, build up, problem, resolution, vocab- own and magpied words and phrases. This is a good way to capture the learning in the immersion phase and can be added to in the plenary. This can then be added to with the analysis phase of the block and, in essence becomes the plan for writing in the text type during the writing and presentation phase. It can also be used as an assessment tool for the children, with an expectation that they look back at it and use some of the words and phrases within the features of the text type.

Magpies

All writers are magpies who steal words and phrases they hear, to use in their own writing. This is a great chance to share ideas in the plenaries throughout the session and to record their own ideas for vocabulary and phrases and then magpie-ing one or two from others. Teachers can model this when discussing ideas that they are putting up on to their working wall, then stealing some from the children to put up too and then modelling how to use these when they come to the writing/presentation phase of the block.

KWL Grids

These are a good way of starting with what the children already **know** about a new text type for the teacher to decide what the gaps in learning are and what they need to focus on. They are an opportunity for the children to help direct the learning through thinking about **what they want to learn** which can be discussed and agreed with the teacher at the beginning of the block. Then at the end of the block to review what they have **learned e.g.**

K	W	L

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

- **Dr Seuss**

Possible Cross Curricular links

Opportunities for applying the skills in writing across the curriculum

	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Year 3 **Autumn**	Stories with familiar settings Myths Reports – letters Poetry – poems to perform	Number, place value and rounding Addition and subtraction Multiplication and division	Problem Solving, reasoning and communication	Working scientifically Plants	Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Location knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	To create sketch books to improve their mastery of techniques greatest artists, architects and designers in history.	**Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately	Listen attentively to spoken language and show understanding by joining in and responding	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending Swimming (any time of year) Swim competently use a range of strokes perform self rescue

	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Spring	Adventure Mystery Instruction Poetry – shape poetry and calligrams	Fractions Measures Geometry Properties of shapes Calculation	Problem Solving, reasoning and communication	Animals including humans Rocks	The Roman Empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet		**Evaluate** Investigate and analyse a range of existing products **Technical knowledge** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics

	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Summer	Dialogues and plays Information Poetry – language plays Authors	Data Calculation	Problem Solving, reasoning and communication	Light Forces and magnets		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Recognise common uses of information technology beyond school			Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*		Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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Notes

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