

Year 3&4 CYCLE A (2022-23)

English Unit and Texts	Composition	Grammar	Punctuation	Spelling	Handwriting
<p>Term 1 – Rivers and Coast Poetry – Senses Wings by Pie Corbett</p> <p>Poetry – Concrete, Shape Waves by Jackie Kay</p> <p>Speech Punctuation Horrid Henry’s Chores by Francesca Simon</p> <p>Recount Diary of a Killer Cat by Anne Fine Literature Festival Visit</p> <p>Term 2 – Space</p> <p>Explanations Until I Met Dudley by Roger McGough</p> <p>Book Reviews</p> <p>Term 3 – Eastern Europe Traditional Stories with a twist Cinderboy by L. Anholt,</p> <p>Myths Pandora’s Box, Perseus</p> <p>Performance poetry</p>	<ul style="list-style-type: none"> 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 organising paragraphs around a theme (confidently in Year 4) in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their 	<p>Year 3: try to maintain the correct tense throughout a piece of writing with accurate subject/verb agreement. use ‘a’ or ‘an’ correctly throughout a piece of writing.</p> <p>use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Terminology: preposition, conjunction, word family, prefix, clause, subordinate, clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas</p> <p>Year 4 always use Standard English verb inflections</p>	<p>Year 3: full range of punctuation from previous year groups.</p> <p>Commas for lists punctuate direct speech accurately, including the use of inverted commas.</p> <p>Year 4: all necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>Commas for clauses and parenthesis.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To spell words: with the / eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>/ɪ/ sound spelt ‘y’ in a position other than at the end of words (e.g. mystery, gym).</p> <p>/k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist, echo, character).</p> <p>ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (e.g. league, tongue, antique, unique).</p> <p>/ sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure).</p> <p>short /u/ sound spelt with ‘ou’ (e.g. young, touch, double, trouble, country).</p> <p>ending with the /zher/ sound spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure).</p> <p>ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure).</p> <p>/ shuhn/ endings spelt with ‘sion’ (if the root word ends in ‘se’, ‘de’ or ‘d’, e.g. division, invasion, confusion, decision, collision, television).</p> <p>a/ shuhn/ sound spelt with ‘ssion’ (if the root word ends in ‘ss’ or ‘mit’, e.g. expression,</p>	<ul style="list-style-type: none"> 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Notes and guidance (non-statutory) <p>Pupils should be using joined handwriting throughout their independent writing.</p>

<p>Baby Rap by Ian Souter. Rapping Gran by Jack Ousby</p> <p>Term 4 – Stone Age Letters Jolly Postman</p> <p>Poetry – tongue twisters Clarihews</p> <p>Term 5 – Tudors Story Writing – Modern Stories The Hodgeheg</p> <p>Term 6 – History of Computing</p> <p>Reports Hedgehogs</p> <p>Playscripts – Twist the text Little Red Riding Hood Summer play</p>	<p>own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases.</p> <p>consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>Terminology: determiner, pronoun, possessive pronoun and adverbial</p>		<p>discussion, confession, permission, admission).</p> <p>/ shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>/ shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'</p>	
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Y3&4 CYCLE B (2023-24)

English Unit and Texts	Composition	Grammar	Punctuation	Spelling	Handwriting
<p>Term 1 – Vikings Poetry – lists and kennings</p> <p>Recount Diary of a Lively Labrador, by Ruth Merrtens Literature Festival</p> <p>Term 2 - How do settlements develop? Story writing - Feelings and Emotions The Blue House by Phoebe Wahl, Take Me to Mrs Cole by Nigel Gray</p> <p>Instructions How to trap a Stone Giant – Pie Corbett Recipes, spells, D&T</p> <p>Term 3 – Ancient Greeks Poetry using Imagery Poem to Be Spoken Silently by Pie Corbett, Window by Jeanie Baker</p> <p>Non-chronological Reports Amazing records, Guinness Book of Records</p>	<ul style="list-style-type: none"> 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 organising paragraphs around a theme (confidently in Year 4) in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their 	<p>Year 3: try to maintain the correct tense throughout a piece of writing with accurate subject/verb agreement. use ‘a’ or ‘an’ correctly throughout a piece of writing.</p> <p>use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Terminology: preposition, conjunction, word family, prefix, clause, subordinate, clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas</p> <p>Year 4 always use Standard English verb inflections</p>	<p>Year 3: full range of punctuation from previous year groups.</p> <p>Commas for lists punctuate direct speech accurately, including the use of inverted commas.</p> <p>Year 4: all necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>Commas for clauses and parenthesis.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To spell words: with the / eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>/ɪ/ sound spelt ‘y’ in a position other than at the end of words (e.g. mystery, gym).</p> <p>/k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist, echo, character).</p> <p>ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (e.g. league, tongue, antique, unique).</p> <p>/ sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure).</p> <p>short /u/ sound spelt with ‘ou’ (e.g. young, touch, double, trouble, country).</p> <p>ending with the /zher/ sound spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure).</p> <p>ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure).</p> <p>/ shuhn/ endings spelt with ‘sion’ (if the root word ends in ‘se’, ‘de’ or ‘d’, e.g. division, invasion, confusion, decision, collision, television).</p> <p>a/ shuhn/ sound spelt with ‘ssion’ (if the root word ends in ‘ss’ or ‘mit’, e.g. expression,</p>	<ul style="list-style-type: none"> 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Notes and guidance (non-statutory) Pupils should be using joined handwriting throughout their independent writing.

<p><u>Term 4 – Ancient Greeks Newspaper Articles</u></p> <p><u>Term 5 - How did the railway change this area? Stories by the same author</u></p> <p>Owl Tree / Stone Mouse by Jenny Nimmo</p> <p><u>Term 6 – Saving our planet</u> Non-Fiction Reports Owls</p>	<p>own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases.</p> <p>consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>Terminology: determiner, pronoun, possessive pronoun and adverbial</p>		<p>discussion, confession, permission, admission).</p> <p>/ shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>/ shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'</p>	
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