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	Autumn Term		Spring Term		Summer Term	
Text/s:	Shakelton's Journey – William Grill	The Firework maker's daughter – Phillip Pullman (Literacy shed+)	The Journey – Aaron Becker (Literacy Shed+)	Secrets of a Sun King – Emma Carroll	Wind in the Willows – Kenneth Grahame	Frankenstiltskin – Joseph Coelho (Literacy Shed+ Poetry shed)
Genre:	Non-Fiction - Explorers	Fiction: Adventure	Fiction: Picture book	Fiction: Exploration	Classic: Adventure and Mystery	Poetry
Writing Opportunities (text type):	**Writing to inform:** Non-chronological report **Writing to inform:** Biography about Shackleton	**Writing to inform:** Write a letter **Writing to entertain**: Narrative	**Writing to entertain:** Dialogue **Writing to entertain:** Setting description **Writing to entertain:** Narrative sequel	**Writing to Persuade:** A brochure for Ancient Egypt - Time portal **Writing to inform:** Newspaper report	**Writing to persuade:** Persuasive/complaint letter **Writing to entertain:** Kenning Poetry	**Writing to entertain:** To write in verse using repetition. **Writing to entertain:** To write a Death Dream, in verse, using a word and phrase bank.
Purpose: Audience:	Non chronological reports: To inform others about the about the Polar	Letter: Write an extended version of the letter that Lila writes to her father.	Dialogue: Create sentences for dialogue spoken by characters to read out	Brochure: Using vocabulary to persuade the reader to want to travel back to	Letter: To communicate how actions affect others. To persuade authorities	Poetry: Use repetition, rhyme and onomatopoeia to convey the lengthy and

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	regions and display in the classroom. Biography: To celebrate the life of Shackleton and inform others about his achievements.	Share letters with our class friends. Narrative: Write a missing chapter or a character's backstory that could be included in the Firework-Maker's Daughter.	to class friends. Setting description: Describe the forest setting using their senses to bring writing to life. Narrative sequel: Write their own continuation of the story 'Journey' with a focus on action and sentence openers for their readers.	Ancient Egypt. Newspaper report: To share an untold story.	about the character Poetry: To play with words and impress my teacher with my poetry skills	arduous journey undertaken by Bryony. Death Dream: Children rehearse a performance of their Death Dream and take feedback from a peer. They then perform to an audience.
Composition	- 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. - Composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures introduce the paragraph as a way to group related material; begin to organise information around a theme in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing. - In non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. - Assessing the effectiveness of their own and others' writing, and suggesting improvements - Suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.					
Vocabulary, Punctuation & Grammar **Y3 content** Terminology to be introduced: • word family • conjunction • adverb • preposition • direct speech	Children entering Year 3 are assessed on their ability to apply their learning from Key Stage 1. Previous learning is revised and new learning is planned. Consolidation of punctuation - Capital letters, exclamation marks, question marks, commas. Command and question sentences. Plural nouns (regular and irregular) Formation of adjectives using suffixes -**ful, -less.** Formation of nouns using suffixes – **er, ness.**		Inverted commas to punctuate direct speech. Expressing time, place and cause using **prepositions** (e.g. before, after, during, in, because of) Plural nouns (regular and irregular) The use of -**ly** to turn adjectives into adverbs. Past tense. Formation of adjectives using suffixes -**ful, -less.**		Identifying adjectives. Formation of nouns using a range of prefixes, such as **super-, anti-, auto-** Commas to separate items in a list. Expressing time, place and cause using **conjunctions** (e.g. when, before, after, while, so, because) Identifying question and command sentences. Expressing time, place and cause using **prepositions** (e.g. before, after, during, in, because of)

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• inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause	Use of the suffixes -**er and -est** to form comparisons of adjectives and adverbs. Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play) Use of the forms **a** or **an** according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Introduction to inverted commas to punctuate direct speech. Adjectives Apostrophes to mark contracted forms. Identifying nouns in sentences. Expressing time, place and cause using **prepositions** (e.g. before, after, during, in, because of) Expressing time, place and cause using **conjunctions** (e.g. when, before, after, while, so, because) Expressing time, place and cause using **adverbs of time** (e.g. then, next, soon, therefore) Use of exclamation marks. Commas to separate items in a list. Formation of nouns using a range of prefixes	Identifying adjectives and nouns in sentences. Expressing time, place and cause using **conjunctions** (e.g. when, before, after, while, so, because) Commas to separate items in a list. Use of questions marks and exclamation marks. Apostrophes to mark contracted forms. Formation of nouns using a range of prefixes - **mis, dis, sub**. Apostrophes to mark singular possessions in nouns. Expressing time, place and cause using **conjunctions** (e.g. when, before, after, while, so, because) Identifying nouns and adjectives. Expressing time, place and cause using **adverbs of time** (e.g. then, next, soon, therefore) Formation of nouns using a range of prefixes, such as **super-, anti-, auto-**	Correct use of apostrophes. Identifying verbs and nouns. Subordinating conjunctions. Use of the forms **a** or **an** according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Identifying adverbs Correct use of commas Changing adjectives to nouns adding suffix **ness** Inverted commas to punctuate direct speech. Formation of adjectives using suffixes -**ful, -less** Apostrophes to mark contracted forms. Correct use of exclamation marks. Formation of adjectives using suffixes **-ful, -less**. Pronouns Word families based on common words (root words)

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| Y4 content

Terminology to be introduced:

• pronoun
• possessive pronoun
• adverbial
• determiner | - **_mis, dis, sub_**.

Review: word families, prefix, consonant, vowel letter, consonant letter vowel, clause, subordinate clause.

Extend the range of sentences with more than one clause, by using a wider range of conjunctions e.g. when, if, because, although.

Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)

Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!")

Use conjunctions, adverbs and prepositions to express time and cause.

Indicate possession by using the possessive apostrophe with plural nouns.

Use fronted adverbials.

Review: Pronouns | Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)

Review: determiners, adverbials

Review: clause, subordinate clause.

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.

Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition.

Use of inverted commas and other punctuation to indicate direct speech.

Use further prefixes and suffixes and understand how to add them.

Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)

Be introduced to the grammatical difference between plural and possessive –s

Review: Pronouns | Review: word families, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel letter, consonant letter vowel, clause, subordinate clause.

Review: determiner, pronoun, possessive pronoun, adverbial

Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)

Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)

Use fronted adverbials.

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. |
| **Handwriting:**

Letters family/ patterns to be taught/letter joins | Block handwriting at the start of the year to set expectations.

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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say.

This can be done by blocking handwriting sessions for a week at the start of each half term. | |

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Reading for Pleasure:	The Abominables – Eva Ibbotson		The Secret of Platform 13 – Eva Ibbotson (Literacy shed vipers)			