



Owl Class year 3/4 LTP English Overview (Cycle 1) Purley C of E Primary School

	Autumn Term		Spring Term		Summer Term	
Text/s:	<p>The Boy who Grew Dragons – Andy Shepherd (Literacy Shed+)</p> 	<p>Stone age Boy – Sotochi Kitamura (Literacy shed+)</p>  <p>Wild Way Home – Sophie Kirtley (Literacy shed vipers)</p> 	<p>Up in the Canopy: Explore the Rainforest, Layer by Layer</p> 	<p>Ruckus (Literacy shed animation)</p> 	<p>The Windmill Farmer – (Literacy shed animation)</p>  <p>Storm Personified by Anna Pavoncello</p>	<p>Anglo Saxon Boy- Tony Bradman (Literacy Shed+)</p> 
Genre:	Fiction: Adventure	Fiction: Time travel adventure Picture Book	Non-Fiction: Rainforest	Fiction: Adventure	Fiction: Narrative	Fiction: Historical
Writing Opportunities (text type):	<p>Writing to inform: Instructions</p> <p>Writing to entertain: Dragon descriptions</p>	<p>Writing to entertain: Narrative</p> <p>Writing to inform: Diary entry</p>	<p>Writing to inform: Non-chronological reports about the Amazon.</p> <p>Writing to entertain:</p>	<p>Writing to persuade: Wanted posters</p> <p>Writing to inform: Newspaper report</p>	<p>Writing to entertain: Poetry</p> <p>Writing to inform: Formal letter writing Informal letter writing</p>	<p>Writing to persuade: To write a speech</p> <p>Writing to inform: Diary writing</p>

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			Description of the rainforest			
Purpose: Audience:	<p>Instructions: To tell a family member about how to grow a dragon.</p> <p>Dragon descriptions: To write an exciting description (Character or Setting) of the dragons bringing them to life for the reader.</p>	<p>Narrative: Retell story as a 1st person narrative (either in role as the girl or the boy)</p> <p>Diary: Write a diary entry in role as the boy about a day in his life in the Stone Age. They will consider how his feelings differ to Om's.</p>	<p>Non-Chronological report: To inform class friends about the wonderful Amazon rainforest. Display in the classroom for visitors to read.</p> <p>Amazon descriptions: To write a rich description of the Amazon rainforest, using a range of sentence structures.</p>	<p>Wanted posters: To explore the brothers' characters and appearances to inform others.</p> <p>Newspaper report: To write a newspaper article about the brothers including a witness quote to inform visitors.</p>	<p>Poetry: Produce a personification poem about the storm to share with parents.</p> <p>Formal letter: Produce a formal letter complaining about the wind farmer to the council.</p> <p>Informal letter: Produce an informal letter offering support and condolences to the wind farmer.</p>	<p>Speech: To write a speech, in role as a housecarl, about why they should be a member of Harold's household.</p> <p>Diary writing: From the perspective of Magnus for his journey to York to see Uncle Tostig (Chapters 3 – 7)</p>
Composition	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Compose and rehearse sentences orally (including dialogue) • Progressively build a varied and rich vocabulary and an increasing range of sentence structures. • Introduce the paragraph as a way to group related material. • Use of paragraphs to organise ideas around a theme. • 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] • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Assess the effectiveness of their own and others' writing and suggest improvements. • Suggest changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. 					
Vocabulary, Punctuation & Grammar Y3 content	<p>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.</p> <p>Consolidation of punctuation - Capital letters, exclamation marks, question marks, commas.</p>	<p>Inverted commas to punctuate direct speech.</p> <p>Expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)</p>	<p>Identifying adjectives, nouns and verbs in a sentence.</p> <p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p>			

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<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • word family • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause 	<p>Command and question sentences.</p> <p>Plural nouns (regular and irregular)</p> <p>Formation of adjectives using suffixes -ful, -less.</p> <p>Formation of nouns using suffixes – -er, -ness.</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs.</p> <p>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)</p> <p>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)</p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Adjectives</p> <p>Apostrophes to mark contracted forms.</p> <p>Identifying nouns and verbs in sentences.</p> <p>Expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)</p> <p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)</p>	<p>Plural nouns (regular and irregular)</p> <p>The use of -ly to turn adjectives into adverbs.</p> <p>Past tense.</p> <p>Formation of adjectives using suffixes -ful, -less.</p> <p>Identifying adjectives and nouns in sentences.</p> <p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)</p> <p>Commas to separate items in a list.</p> <p>Use of questions marks and exclamation marks.</p> <p>Apostrophes to mark contracted forms.</p> <p>Formation of nouns using a range of prefixes - mis, dis, sub.</p> <p>Apostrophes to mark singular possessions in nouns.</p> <p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)</p> <p>Identifying nouns and adjectives.</p> <p>Expressing time, place and cause using adverbs of time (e.g. then, next, soon, therefore)</p> <p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p>	<p>Commas to separate items in a list.</p> <p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)</p> <p>Identifying question and command sentences.</p> <p>Expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)</p> <p>Correct use of apostrophes.</p> <p>Subordinating conjunctions.</p> <p>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)</p> <p>Identifying adverbs</p> <p>Correct use of commas</p> <p>Changing adjectives to nouns adding suffix ness</p> <p>Inverted commas to punctuate direct speech.</p> <p>Formation of adjectives using suffixes -ful, -less</p> <p>Apostrophes to mark contracted forms.</p> <p>Correct use of exclamation marks.</p> <p>Formation of adjectives using suffixes -ful, -less.</p> <p>Pronouns</p> <p>Word families based on common words (root words)</p>
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<p>Y4 content</p> <p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • pronoun • possessive pronoun • adverbial • determiner 	<p>Expressing time, place and cause using adverbs of time (e.g. then, next, soon, therefore)</p> <p>Use of exclamation marks.</p> <p>Commas to separate items in a list.</p> <p>Formation of nouns using a range of prefixes - mis, dis, sub.</p> <p>Review: word families, prefix, consonant, vowel letter, consonant letter vowel, clause, subordinate clause.</p> <p>Extend the range of sentences with more than one clause, by using a wider range of conjunctions e.g. when, if, because, although.</p> <p>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)</p> <p>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!")</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use fronted adverbials.</p> <p>Review: Pronouns</p>	<p>Different sentence types – commands, statements, questions, exclamations</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Review: determiners, adverbials</p> <p>Review: clause, subordinate clause.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</p> <p>Be introduced to the grammatical difference between plural and possessive –s</p> <p>Review: Pronouns</p>	<p>Review: word families, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel letter, consonant letter vowel, clause, subordinate clause.</p> <p>Review: determiner, pronoun, possessive pronoun, adverbial</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Use fronted adverbials.</p> <p>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>
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<p>Handwriting:</p> <p>Letters family/ patterns to be taught/letter joins</p>	<p>Block handwriting at the start of the year to set expectations.</p> <p>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.</p>		<p>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].</p> <p>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.</p> <p>This can be done by blocking handwriting sessions for a week at the start of each half term.</p>				
<p>Reading for Pleasure:</p>			<p>For ERIC - The Vanishing Rainforest – Richard Platt Oracy - Class debate</p>	<p>For ERIC - The Diary of the Journal of Iliona (A young slave) (Literacy Shed Vipers)</p>	<p>For ERIC - An alien in the jam factory – Chrissie Sains (Literacy shed Vipers)</p>		
			