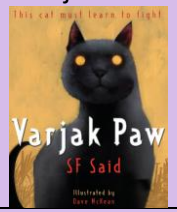
English Long Term Plan – Year 3/4

Cycle A

Autumn Term				
Focus Texts	Lubna and Pebble 	The Invisible 	The Wild Way Home 	
Cross curricular links, links to school vision and values, British values	Love for ourselves and community History – Stone Age Accepting differences – tolerance			
Learning Objectives taught throughout the year (ongoing) **Y3** **Y4**	**Speaking and Listening**: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of purposes and audiences, including through drama, formal presentations and debate. **Reading:** Through specific reading lessons and Whole Class Reading, pupils will use a range of skills: being able to read and decode lots of words outside their spoken vocabulary, using the context of a sentence to read unfamiliar words and self-correcting; able to read simple chapter books at an appropriate level independently and choosing their own texts, sometimes with support; being able to read for a range of purposes and demonstrate engagement with reading for longer periods of time; engage and respond to texts by discussions, summarising and answering questions based on literal content, inference and prediction, talking about their preferences and opinions about books and texts; being an active participant in discussions with a group of other Y3 pupils and an adult and giving some written responses to books and texts they have read; apply knowledge of most root words, prefixes and suffixes to construct meanings of new words; read all the Y3/4 common exception words; use a range of reading skills to read unfamiliar and longer words; read increasingly longer texts including chapter books and for a range of purposes; demonstrate engagement with reading through a wider choice of books and texts and reading for sustained periods of time; demonstrate a good understanding of the texts they read by answering retrieval questions at increasingly difficult levels and discussing characters' actions and thoughts through prediction, inference and summarising tasks; actively participate in discussions about texts and begin to record responses to books and texts they have read and studied. **Writing:** Across all genres, pupils will demonstrate a range of writing skills: planning orally and using modelled examples, draft and write for a wider range of purposes and audiences, proof-reading writing for errors in spelling, punctuation and grammar at a Year 3 level and making basic suggestions for improvements; being able to read their own work aloud to others in an audible and clear voice; using punctuation taught at previous year groups accurately; maintaining the correct tense throughout a piece of writing, growing in confidence over the year; spelling all words taught at KS1 correctly and developing their ability to spell words from the Y3/4 list and spelling appendix with increasing accuracy; using a neat, joined handwriting style most of the time, ensuring ascenders and descenders are correctly positioned and writing is spaced evenly; use the punctuation and spelling taught in previous year groups to write with basic accuracy; spell words from the Y3/4 spelling appendix with increasing accuracy and spell most of the Y3/4 common exception words correctly by the end of the year; plan writing tasks both orally and in written forms with an increasing awareness of audience and purpose; draft and write pieces in various forms and for varying purposes and audiences, checking written work for spelling and punctuation errors and editing to improve in terms of mistakes and improvements to grammar and language choices; use a consistent neat and joined handwriting style, holding their pen correctly and forming all letters accurately.			
Writing Purposes	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Entertain
Specific learning objectives taught within unit (NC)	Reading: -becoming increasingly familiar with a wide range of books, retelling these at an appropriate level -give simple explanations of authors' language choices -discuss words and phrases from the text which engage the reader and capture the imagination -begin to identify themes within books -demonstrate positive attitudes to reading by listening to and discussing a wider range of fiction -comment on language, its effect and impact, which describes, creates mood and tension	Reading: -becoming increasingly familiar with a wide range of books, retelling these at an appropriate level -give simple explanations of authors' language choices -discuss words and phrases from the text which engage the reader and capture the imagination -begin to identify themes within books -demonstrate positive attitudes to reading by listening to and discussing a wider range of fiction -comment on language, its effect and impact, which describes, creates mood and tension	Reading: -begin to make simple connections between texts -read texts which are structured in different ways (non-fiction, newspapers) -retrieve and record information from non-fiction books (at an appropriate level) -read texts which are structured in different ways and discuss their differences (non-fiction, newspapers) -give reasoned explanations of authors' language choices -ask questions to improve understanding of a text	Reading: -becoming increasingly familiar with a wide range of books, including chapter books, retelling parts of these at an appropriate level - give simple explanations of authors' language choices and beginning to consider the impact on the reader -make simple connections between texts and begin to offer evidence

	-identify themes within books and select information to support views Writing: Y2 consolidation: using a range of sentence openers and conjunctions to add cohesion to their writing; use of commas in lists; use of different sentence types; secure use of capital letters/full stops in subject/verb sentences -begin to understand when to use 'a' or 'an' before a noun/adjective -make some deliberate word choices to add detail including simple expanded noun phrases -begin to use a wider range of conjunctions to link ideas and sentences -create settings and plots at a basic level -maintain the correct tense throughout a piece of writing Y3 consolidation: use of conjunctions and prepositions to create cohesion; use of adverbs to indicate time; use of subordinate clauses following main clause **(basic subordinating conjunctions secured)** - make my writing interesting by adding adjectives and other descriptive methods such as expanded noun phrases -plan writing by discussing examples, looking at their use of vocabulary and grammar -draft and write work that creates some detailed settings, plots -use paragraphs to organise my writing so that ideas are grouped together (use planning frame to scaffold this)	-identify themes within books and select information to support views Writing: Y2 consolidation: using a range of sentence openers and conjunctions to add cohesion to their writing; use of commas in lists; use of different sentence types; secure use of capital letter/full stops in subject/verb sentences -begin to understand when to use 'a' or 'an' before a noun/adjective -make some deliberate word choices to add detail including simple expanded noun phrases -begin to use a wider range of conjunctions to link ideas and sentences -create characters and plots (first person narrative in diary entry) at a basic level -maintain the correct tense throughout a piece of writing – consolidate use of -ed suffix correctly Y3 consolidation: use of conjunctions and prepositions to create cohesion; use of subordinate clauses following main clause - make my writing interesting by adding adjectives and other descriptive methods such as expanded noun phrases and adverbs -begin to use commas following **fronted adverbials (introduced for the first time – start at word level?)** -plan writing by discussing examples, looking at their use of vocabulary and grammar -draft and write work that creates some detailed characters and plots (diary entry – thoughts/feelings included using **'show/don't tell'** -use paragraphs to organise my writing so that ideas are grouped together	-retrieve and record information from non-fiction texts and use organizational features Writing: -start to use paragraphs to group related material together, using simple layout devices to aid this (scaffolding planning template) -use headings and subheadings in non-fiction texts **-express time using conjunctions – introduce 'while, before, after' – consolidate 'when'** **-begin to use subordinate clauses to add detail to my sentences using conjunctions introduced (only following main clause)** -demonstrate a developing understanding of purpose and audience **-express time using adverbs (instructional text – first, then etc)** **-secure use of sentence types (instructional text)** -adapt my writing depending on the audience and purpose, choosing subject specific vocabulary (information text, instructions) -use apostrophes to mark plural possession and mark the difference between plural and possessive -organise non-narrative writing so that it has headings and sub-headings, demonstrating understanding of purpose and audience **(change tone for instructions – speak to reader, mix of rhetorical questions, commands)** -use a wide range of conjunctions, adverbs and prepositions to show time, place and cause **(sequencing, cohesion across instructions, within paragraphs)** -use a mixture of pronouns and nouns within my writing to aid continuity and avoid repetition	-actively participate in discussions about books and maintain a focused approach -comment on language, its effect and impact, which describes, creates mood and tension and give reasoned explanations of language choices linking to effect on the reader -identify themes within books and select information to support views Writing: - understand when to use 'a' or 'an' before a noun/adjective -make some deliberate word choices to add detail, including expanded noun phrases and **adverbs** -use a range of conjunctions to link ideas and sentences **(secure use of and, but, so, or)** -express place using prepositional phrases, e.g. starting with ***in*, *on*, *under*, *behind*, *next to*** **(as part of subject/verb sentences)** -create settings, characters and plots at a basic level – **story mountain planning guide** -demonstrate understanding of simple story structure, writing sections of beginning, middle, end -begin to use inverted commas to demarcate direct speech (introduced for first time) -maintain the correct tense throughout a piece of writing -begin to use a wider range of subordinate clauses to add detail to my sentences (**only following main clause**) -draft and write work that creates some detailed settings, characters and plots -make my writing interesting by using expanded noun phrases with expanding adjectives or **modifying nouns** (introduced for first time) -use commas following fronted adverbials **(use adverbials of time to experiment moving these around in sentences)** -use adverbial phrases to create cohesion within paragraphs (**focus on place**) -use pronouns to create cohesion within paragraphs -use paragraphs to organise writing so that ideas are grouped together -use inverted commas to demarcate direct speech, and begin to use other punctuation to indicate direct speech correctly
Writing opportunities	Setting description Journey narrative	Character description Diary entry (thoughts/feelings)	Information text – Stone Age (history link) Instructions (linked to DT – how to build a Stone Age structure)	Time travel adventure (scaffolded) – journey back to Stone Age

Sentence-level activities	Y3: securing capital letters and full stops, question marks and exclamation marks; securing use and identification of different sentence types; expanded noun phrases and use of -ly adverbs; begin to use subordinate clauses following main clause (sentence strip activities); introduce wider range of subordinating conjunctions; secure use of coordinating conjunctions introduced so far; begin to use prepositional phrases to extend sentences Y4: secure main clause+subordinate clause, main clause+main clause with range of coordinating conjunctions; secure use of full stops, capital letters, question marks, exclamation marks, commas in lists; consistent use of past/present tense; begin to use more detailed expanded noun phrases; introduction to fronted adverbs starting with -ly adverbs at the start of sentences; use word banks to support children to build cohesion within paragraphs using adverbs, prepositions and conjunctions

Spring Term				
Focus Texts	The Secret Sky Garden 	The Lost Happy Endings 	Varjak Paw 	
Topic Links	Love for our country Geography – UK towns/cities			
Learning Objectives taught throughout the year (ongoing)	**Speaking and Listening**: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of purposes and audiences, including through drama, formal presentations and debate. **Reading:** Through specific reading lessons and Whole Class Reading, pupils will use a range of skills: being able to read and decode lots of words outside their spoken vocabulary, using the context of a sentence to read unfamiliar words and self-correcting; able to read simple chapter books at an appropriate level independently and choosing their own texts, sometimes with support; being able to read for a range of purposes and demonstrate engagement with reading for longer periods of time; engage and respond to texts by discussions, summarising and answering questions based on literal content, inference and prediction, talking about their preferences and opinions about books and texts; being an active participant in discussions with a group of other Y3 pupils and an adult and giving some written responses to books and texts they have read; apply knowledge of most root words, prefixes and suffixes to construct meanings of new words; read all the Y3/4 common exception words; use a range of reading skills to read unfamiliar and longer words; read increasingly longer texts including chapter books and for a range of purposes; demonstrate engagement with reading through a wider choice of books and texts and reading for sustained periods of time; demonstrate a good understanding of the texts they read by answering retrieval questions at increasingly difficult levels and discussing characters' actions and thoughts through prediction, inference and summarising tasks; actively participate in discussions about texts and begin to record responses to books and texts they have read and studied. **Writing:** Across all genres, pupils will demonstrate a range of writing skills: planning orally and using modelled examples, draft and write for a wider range of purposes and audiences, proof-reading writing for errors in spelling, punctuation and grammar at a Year 3 level and making basic suggestions for improvements; being able to read their own work aloud to others in an audible and clear voice; using punctuation taught at previous year groups accurately; maintaining the correct tense throughout a piece of writing, growing in confidence over the year; spelling all words taught at KS1 correctly and developing their ability to spell words from the Y3/4 list and spelling appendix with increasing accuracy; using a neat, joined handwriting style most of the time, ensuring ascenders and descenders are correctly positioned and writing is spaced evenly; use the punctuation and spelling taught in previous year groups to write with basic accuracy; spell words from the Y3/4 spelling appendix with increasing accuracy and spell most of the Y3/4 common exception words correctly by the end of the year; plan writing tasks both orally and in written forms with an increasing awareness of audience and purpose; draft and write pieces in various forms and for varying purposes and audiences, checking written work for spelling and punctuation errors and editing to improve in terms of mistakes and improvements to grammar and language choices; use a consistent neat and joined handwriting style, holding their pen correctly and forming all letters accurately.			
Writing Purposes	Writing to Entertain	Writing to Inform/Entertain	Writing to Inform/persuade	Writing to Entertain
Specific learning objectives taught within unit (NC) **Y3** **Y4**	Reading -become familiar with a wide range of books, retelling these at an appropriate level -give simple explanations of authors' language choices -begin to make simple connections between texts -begin to identify themes within books, e.g. good vs evil -make simple connections between texts and describe these -identify conventions of different text genres and discuss these (fairytale language/structure) -identify themes within books and select information to support views Writing	Reading increase familiarity with a wide range of books, developing stamina for reading longer texts -make simple connections between texts -identify themes within books, e.g. good vs evil -give simple explanations of authors' language choices -identify conventions of different text genres and discuss these -demonstrate positive attitudes to reading by listening to and discussing a wider range of fiction	Reading -increase familiarity with a wide range of books, developing stamina for reading longer texts -make simple connections between texts -identify themes within books, e.g. good vs evil -give simple explanations of authors' language choices -identify conventions of different text genres and discuss these -demonstrate positive attitudes to reading by listening to and discussing a wider range of fiction -comment on language, its effect and impact on the reader	Reading -increase familiarity with a wide range of books, developing stamina for reading longer texts -make simple connections between texts -identify themes within books, e.g. good vs evil -give simple explanations of authors' language choices -identify conventions of different text genres and discuss these -demonstrate positive attitudes to reading by listening to and discussing a wider range of fiction -comment on language, its effect and impact on the reader -give reasoned explanations of authors' language choices

	-rehearse orally for writing -create settings, characters and plots at a basic level -begin to write narratives with a beginning, middle and end with a coherent plot (some adult support required) -make some deliberate word choices to add detail beginning to draw on reading **(adjectives, adverbs, powerful verbs)** -use a range of conjunctions to link ideas and sentences (and, but, so, because, when, if, that, next, after that, later) -express **time and place** using prepositions -continue to use inverted commas to demarcate direct speech -begin to group ideas together to form paragraphs (scaffolded in planning process) -maintain the correct tense throughout a piece of writing -plan writing by discussing examples from other writers, looking at use of sentence structure, vocabulary and grammar -draft and write work that creates more detailed characters, settings and plots -write narratives with a simple beginning, middle and end with a coherent plot -use a wider range of adverbial phrases to create cohesion within paragraphs **(time and place)** -use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together -use commas following fronted adverbials **(signpost for the reader)** -make my writing interesting by adding more detailed expanded noun phrases including modifying nouns -make some deliberate word choices, e.g. choosing verbs and adverbs for effect -use inverted commas and some other punctuation to demarcate direct speech correctly -maintain correct tense throughout a piece of writing	-comment on language, its effect and impact on the reader -give reasoned explanations of authors' language choices -rehearse orally for writing -begin to use the structure of a wider range of text types, using headings and subheadings -make some deliberate word choices to add detail, e.g. precise adjectives -begin to use thesaurus for appropriate synonyms to up-level vocabulary choices **-express time and place using adverbs and prepositions (time adverbials to sequence narratives, prepositions to demonstrate place of events)** -continue to use inverted commas to demarcate direct speech -use present perfect form of verbs (dialogue) -maintain the correct tense throughout a piece of writing -adapt my writing depending on the audience and purpose (consider personality of the writing, a report but including gruesome details of villains – model on the core text) -develop a growing understanding of audience and deliberate word choices to suit the reader – use of thesaurus to up-level synonyms, choosing most appropriate one for impact. -create cohesion through use of nouns and pronouns – precision -use paragraphs to organize writing, make use of headings and subheadings as appropriate – decide own layout for readability and ease for audience -maintain correct tense throughout a piece of writing, including use of present perfect verbs **Present perfect form of verbs can be introduced through dialogue in narrative, e.g. 'I have never been so angry in my life!' screamed the witch.**	-give reasoned explanations of authors' language choices Writing -rehearse orally for writing -demonstrate a developing understanding of purpose and audience (persuasion) -begin to use the structure of a wider range of text types including simple layout devices in non-fiction (leaflet) -make some deliberate word choices to add detail -begin to develop an understanding of persuasive writing techniques, e.g. power of 3, repetition, rhetorical questions, imperative verbs – introduce present perfect, e.g. 'have you ever seen…?' -continue to use subordinate clauses to add detail to my sentences -make some deliberate word choices to add detail, including persuasive language **-express cause using conjunctions, e.g. because, so that…)** **-range of prepositional phrases to indicate place** -continue to group my ideas together to form paragraphs (scaffolded – planned using headings) -adapt my writing depending on the audience and purpose (leaflet -develop a growing understanding of persuasive writing techniques, e.g. power of 3, repetition, rhetorical questions, imperative verbs – make deliberate word choices to strengthen these techniques -use a wide range of conjunctions, adverbs and prepositions to show time, cause and place **(Y3 consolidation and extension to precise vocabulary choices)** **-use fronted adverbials to indicate place** -use layout features associated with the text type (ownership over organization) -use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together -use apostrophes accurately to mark plural possession -use correct Standard English verb inflections, e.g. we were vs we was -use correct tense including present perfect form of verbs **(use through questions, e.g. Have you ever visited…?)**	Writing -rehearse orally for writing -create settings, characters and plots at a basic level -begin to write narratives with a beginning, middle and end with a coherent plot (some adult support required) -make some deliberate word choices to add detail, drawing on wider reading **(adjectives, powerful verbs, adverbs)** -use a range of conjunctions to link ideas and sentences (and, but, so, because, when, if, that, next, after that, later) **-express time, cause and place using conjunctions, adverbs and prepositions** (scaffolded – word banks provided for vocabulary choice) -continue to use inverted commas to demarcate direct speech -continue to group ideas together to form paragraphs (plan writing in paragraphs through proforma) -maintain the correct tense throughout a piece of writing -adapt writing to suit purpose, showing growing awareness of audience through grammar and vocabulary choices -plan writing by discussing examples from other writers, looking at use of sentence structure, vocabulary and grammar -draft and write work that creates more detailed characters, settings and plots -write more detailed narratives with a clear beginning, middle and end with a coherent plot -use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together -use a wider range of adverbial phrases , nouns/pronouns to create cohesion within and across paragraphs -use commas following fronted adverbials **(place, time – consider choices to impact reader, e.g. 'Without warning, As the sun set beyond…')** -make my writing interesting by adding detailed expanded noun phrases including modifying prepositions, e.g. **The traveller examined the glowing stone *in the centre of the cavern*.** -use inverted commas and other punctuation to demarcate direct speech **(begin to show the impact of the dialogue – how does it add to the story?)** -maintain correct tense throughout a piece of writing, including use of present perfect verbs **(mainly through dialogue)**

Writing opportunities	Transformation narrative – something dull to something beautiful	Character description framed like information text (Inside the Villains as inspiration) Traditional tale style writing – either rewrite their own ending, or create own villain for Jub's story	A Cat's guide to the city – introduce some simple persuasive techniques in the visitor's leaflet for the city, e.g. some rhetorical questions and superlatives	Quest narrative
Sentence-level activities	Y3: group ideas together in paragraphs with support, sequencing sentences so that they follow on from each other **(main clause; main clause + main clause; main clause + subordinate clause);** uplevel sentences starting with simple sentence and making changes each time to develop better sentence, e.g. change the verb, add expanded noun phrase, include an adverb, use subordinate clause to extend; model impact of different sentence types in a paragraph to impact the reader Y4: group and link ideas together in paragraphs – coherent sequence of sentences with accurate punctuation; begin to use fronted adverbials for different purposes, e.g. time, place; use sentence strips to move subordinate clauses around in the sentence; begin to create cohesion **across** paragraphs through use of adverbial phrases; present perfect tense introduced – tense agreement more consistently accurate; more detailed expanded noun phrases using modifying nouns and prepositions; consider precise word choices to make sentences impactful **(different sentence types, mixture of main clause, main clause + main clause, main clause + subordinate clause, subordinate clause + main clause, fronted adverbial + main clause)**			

Summer Term					
Focus Texts	One Plastic Bag 	Leo and the Gorgon's Curse 		The Girl Who Stole an Elephant 	
Topic Links	Whole school link – conservation Love for our world History – Ancient Greece				
Learning Objectives taught throughout the year (ongoing)	**Speaking and Listening**: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of purposes and audiences, including through drama, formal presentations and debate. **Reading:** Through specific reading lessons and Whole Class Reading, pupils will use a range of skills: being able to read and decode lots of words outside their spoken vocabulary, using the context of a sentence to read unfamiliar words and self-correcting; able to read simple chapter books at an appropriate level independently and choosing their own texts, sometimes with support; being able to read for a range of purposes and demonstrate engagement with reading for longer periods of time; engage and respond to texts by discussions, summarising and answering questions based on literal content, inference and prediction, talking about their preferences and opinions about books and texts; being an active participant in discussions with a group of other Y3 pupils and an adult and giving some written responses to books and texts they have read; apply knowledge of most root words, prefixes and suffixes to construct meanings of new words; read all the Y3/4 common exception words; use a range of reading skills to read unfamiliar and longer words; read increasingly longer texts including chapter books and for a range of purposes; demonstrate engagement with reading through a wider choice of books and texts and reading for sustained periods of time; demonstrate a good understanding of the texts they read by answering retrieval questions at increasingly difficult levels and discussing characters' actions and thoughts through prediction, inference and summarising tasks; actively participate in discussions about texts and begin to record responses to books and texts they have read and studied. **Writing:** Across all genres, pupils will demonstrate a range of writing skills: planning orally and using modelled examples, draft and write for a wider range of purposes and audiences, proof-reading writing for errors in spelling, punctuation and grammar at a Year 3 level and making basic suggestions for improvements; being able to read their own work aloud to others in an audible and clear voice; using punctuation taught at previous year groups accurately; maintaining the correct tense throughout a piece of writing, growing in confidence over the year; spelling all words taught at KS1 correctly and developing their ability to spell words from the Y3/4 list and spelling appendix with increasing accuracy; using a neat, joined handwriting style most of the time, ensuring ascenders and descenders are correctly positioned and writing is spaced evenly; use the punctuation and spelling taught in previous year groups to write with basic accuracy; spell words from the Y3/4 spelling appendix with increasing accuracy and spell most of the Y3/4 common exception words correctly by the end of the year; plan writing tasks both orally and in written forms with an increasing awareness of audience and purpose; draft and write pieces in various forms and for varying purposes and audiences, checking written work for spelling and punctuation errors and editing to improve in terms of mistakes and improvements to grammar and language choices; use a consistent neat and joined handwriting style, holding their pen correctly and forming all letters accurately.				
Writing Purposes	Writing to Inform	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain
Specific learning objectives taught within unit (NC) Y3 Y4 Both	Reading -read for a range of purposes -identify language, structural and presentational features of books and discuss how they contribute to meaning -give simple explanations of authors' language choices -make simple connections between texts -retrieve and record information from non-fiction texts at an appropriate level -use a dictionary to check the meanings of words they have read -read books that are structured in different ways and discuss differences (biographies) -give reasoned explanations of authors' language choices	Reading -identify the main ideas drawn from a paragraph and summarise this -begin to give some written responses to my reading -actively participate in discussions at a Year 3 level -identify conventions of different text genres and discuss these (speeches, letters) -give reasoned explanations of authors' language choices (e.g. emotive, superlative language) -generally comment on language, its effect and impact -identify main ideas across a range of paragraphs and summarise these Writing -demonstrate a developing understanding of purpose and audience, using subject specific vocabulary drawing on reading **(Inside the Villains)**	Reading -become familiar with a wide range of books, retelling sections of these at an appropriate level - make simple connections between texts -begin to identify themes within books, e.g. good vs evil -identify conventions of different text genres and discuss these -identify themes within books and select information to support views -generally comment on language, its effect and impact which describes, creates mood and builds tension -give reasoned explanations of authors' language choices -identify main ideas across range of paragraphs and summarise these Writing -create settings, characters and plots at a basic level	Reading -become familiar with a wide range of books, retelling sections of these at an appropriate level - make simple connections between texts -begin to identify themes within books, e.g. good vs evil -identify conventions of different text genres and discuss these -identify themes within books and select information to support views -generally comment on language, its effect and impact which describes, creates mood and builds tension -give reasoned explanations of authors' language choices -identify main ideas across range of paragraphs and summarise these Writing	Reading -become familiar with a wide range of books, retelling sections of these at an appropriate level - make simple connections between texts -begin to identify themes within books, e.g. good vs evil -identify conventions of different text genres and discuss these -identify themes within books and select information to support views -generally comment on language, its effect and impact which describes, creates mood and builds tension -give reasoned explanations of authors' language choices -identify main ideas across range of paragraphs and summarise these Writing -create settings, characters and plots at a basic level with increasing independence

	-ask questions to improve my understanding of a text -retrieve and record information from non-fiction texts (at an appropriate level) using organizational features -use a dictionary to check meanings of new words Writing -demonstrate a developing understanding of purpose and audience, **using subject specific vocabulary** – precise vocabulary choices -use the structure of a wider range of text types including simple layout devices (non-chron report) -maintain the correct tense (present tense) throughout a piece of writing -use conjunctions, prepositions and adverbs to express time, cause and place -use paragraphs to organise my writing, grouping related material together **-cohesion through linked vocabulary, pronouns** -adapt writing for different purposes (non-chron report) -use commas to punctuate fronted adverbials **with increasing accuracy** -use paragraphs to organise my writing so that blocks of text flow and ideas and grouped together -use conjunctions, adverbs and prepositions to show time, place and cause -use layout features associated with text type (non-chron report) -use a mixture of nouns and pronouns to aid continuity and avoid repetition -use correct Standard English verb inflections (e.g. we were instead of we was) -use apostrophes to mark plural possession	-use the structure of a wider range of text types including simple layout devices (non-chron report) -maintain the correct tense (present tense) throughout a piece of writing -use conjunctions, prepositions and adverbs to express time, cause and place with increasing independence **(word banks available for choices)** -use paragraphs to organise my writing, grouping related material together **(planning with greater independence to group ideas)** -adapt writing for different purposes (non-chron report) -use commas to punctuate fronted adverbials with increasing accuracy -use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together -use conjunctions, adverbs and prepositions to show time, place and cause **with increasing command over clear, precise vocabulary choices** -use layout features associated with text type (non-chron report) -use a mixture of nouns and pronouns to aid continuity and avoid repetition -use correct Standard English verb inflections (e.g. we were instead of we was) -use apostrophes to mark plural possession	-write narratives with a beginning, middle and end with a coherent plot (adult support may be required to structure each part and check cohesion) -make some deliberate word choices including expanded noun phrases, linked to model text and wider reading – use of thesaurus for appropriate and impactful vocabulary -use a growing range of conjunctions, prepositions and adverbs to express time, cause and place **(consolidate prior learning)** -use inverted commas to demarcate direct speech with increasing independence and accuracy -maintain the correct tense throughout a piece of writing -use present perfect form of verbs for dialogue -adapt writing to suit purpose, showing growing awareness of audience through grammar and vocabulary choices drawing on wider reading **(signposts for reader, exciting vocabulary verbs etc, descriptive vocabulary including similes)** -plan writing by discussing examples from other writers, looking at use of sentence structure, vocabulary and grammar -draft and write work that creates more detailed characters, settings and plots -write more detailed narratives with a clear beginning, middle and end with a coherent plot, using a text as inspiration -use paragraphs to organize my writing so that blocks of text flow and ideas are grouped together -use commas following fronted adverbials accurately -use a wide range of adverbial phrases, conjunctions, prepositions, nouns/pronouns to create cohesion within and **across paragraphs – scaffold the linking of ideas across paragraphs** -make my writing interesting by adding detailed expanded noun	-demonstrate a developing understanding of purpose and audience, choosing persuasive vocabulary -make some deliberate word choices to add detail, including adjectives, imperative verbs for persuasion, emotive vocabulary for precision (revise previously used persuasive writing techniques and consider introducing another one, e.g. using exaggeration, or contradiction of other viewpoints) -use present perfect form of verbs -begin to use structure of a wider range of text types including simple layout devices (poster, subheadings in speech) -adapt my writing depending on the audience and purpose (speech, letters) -use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together -use the language of persuasion, e.g. emotive language, imperative verbs, superlatives, rhetorical questions (revise previously used persuasive writing techniques and consider introducing another one, e.g. contradiction of other viewpoints) -use layout features associated with the text type (letters, speech) -use a wider range of appropriate adverbials to create cohesion within and across paragraphs, e.g. **therefore, however (speech writing)** -use pronouns/nouns to aid cohesion and avoid repetition -read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear	-write narratives with a beginning, middle and end with a coherent plot (adult support may be required to ensure cohesion – cause/effect of the key events -make some deliberate word choices including expanded noun phrases, linked to model text and wider reading -use a growing range of conjunctions, prepositions and adverbs to express time, cause and place, **beginning to link vocabulary to create cohesion within paragraphs** -use inverted commas to demarcate direct speech -maintain the correct tense throughout a piece of writing -use present perfect form of verbs -adapt writing to suit purpose, showing growing awareness of audience through grammar and vocabulary choices drawing on wider reading -plan writing by discussing examples from other writers, looking at use of sentence structure, vocabulary and grammar -draft and write work that creates more detailed characters, settings and plots -write more detailed narratives with a clear beginning, middle and end with a **coherent plot,** using a text as inspiration -use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together -use commas following fronted adverbials accurately -use a wide range of adverbial phrases, conjunctions, prepositions, nouns/pronouns to create cohesion within and across paragraphs -make my writing interesting by adding detailed expanded noun phrases (modifying nouns/prepositions and expanding adjectives), e.g. The explorer unrolled **the ancient leather map with the silver markings** and traced the route with trembling fingers. -use inverted commas and other punctuation to demarcate direct speech with accuracy -use past progressive/present perfect form of verbs with consistency throughout a piece of writing **(present perfect evident through dialogue)**

			phrases (modifying nouns/prepositions and expanding adjectives) -use inverted commas and other punctuation to demarcate direct speech with accuracy -use past progressive/present perfect form of verbs with consistency throughout a piece of writing		
Writing opportunities	Information text – plastic pollution	Mythical creature fact file (one-page guide – ownership over layout)	Create own event/adventure for the story (not whole narrative, extract)	'Save the Jungle!' poster Speech for Chaya's forgiveness	Jungle/adventure narrative – book chapter
Sentence-level activities	Y3 EOY expectations: • 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] • Introduction to paragraphing • Introduction to direct speech • Compose and rehearse sentences orally with an increasing range of sentence structures (**main clause + main clause, main clause + subordinate clause)** • Greater use of adverbs within sentences, e.g. 'Kevin clung tightly to the nearest tree' • Mostly consistent tense – introduction to present perfect Y4 EOY expectations: • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.], including use of commas after fronted adverbials • Growing range of sentence structures **(main clause + main clause, main clause + subordinate clause, subordinate clause + main clause, fronted adverbial + main clause, fronted adverbial + main clause + subordinate clause)** • Greater use of cohesive devices within and across paragraphs, e.g. pronouns to avoid repetition, conjunctions/adverbs/prepositions • Use of inverted commas and other punctuation to demarcate direct speech • Use of adverbial phrases for cohesion/expansion in sentences • Grouping ideas in paragraphs – beginning to link more independently • Consistent tense including present perfect			