



Year 3/4 English Long-term plan 2022-2023

		Autumn 1 (Poetry Week + 7 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (Poetry Week + 5 Weeks)	Spring 2 (5 Weeks)	Summer 1 (Poetry Week +5 Weeks)	Summer 2 (7 Weeks)
Core Text		After the Fall By Dan Santat	Voices in the Park By Anthony Browne	Leon and the Place between By Angela McAllister	Pigeon Impossible – Digital literacy	The lost happy endings By Carol Ann Duffy	The Egyptian Cinderella By Shirley Climo
Genre	Fiction	Story ending – What happens next?	Narrative (including speech) of when the children meet up again / when the children play together	Small section of story with a conversation building between two characters (Leon doesn't want to leave) / Setting description of the circus	Write the story of the event from two different perspectives	Extended character description within a narrative using figurative language	To rewrite the story of the Egyptian Cinderella
	Non Fiction	TBC	Whole School writing project - TBC	Letter to persuade a friend to visit the circus	TBC	Emotive Diary Entry after the endings have been stolen	Cinderella's biography
Key SPAG Teaching	Sentence structure:	*Widen the range of subordinating conjunctions used to include while, whereas, until *Usually uses a range of subordinating conjunctions *Mostly uses the correct forms 'a' or 'an'	*Widen the range of subordinating conjunctions used to include unless, since until, whereas *Usually uses a range of subordinating conjunctions *Fronted adverbial for how *Uses the present perfect form of verbs (have or has) instead of the simple past	*Fronted adverbial for where and when *Usually uses a range of adverbs (both to start and within sentences)	*Prepositional phrases *Usually uses prepositions (time and cause) *Noun phrase expanded using modifying adjectives and prepositional phrases	* Use a variety of sentence types including simple, compound and complex with a growing range of subordinating conjunctions *Vary sentence structure through complex openings that include adverbials, subject reference and speech	*Noun phrase expanded using modifying adjectives and prepositional phrases *Fronted adverbials
	Punctuation:	*Apostrophes to mark possession	*Use inverted commas to demarcate speech	*Follow punctuation rules for speech	*Comma after the fronted adverbial	*Comma after fronted adverbial	*Comma after the fronted adverbial

		<p>*Consistently uses apostrophes to show contracted forms and singular possession</p> <p>*Secure full range of punctuation previously taught</p> <p>*Consistent use of full stops, capital letters, exclamation marks and question marks</p>	<p>*Sometimes uses inverted commas to demarcate speech</p> <p>*Comma after the fronted adverbial</p>	<p>*Apostrophes to mark possession (Find opportunities to teach in context e.g. 'The children's shoes...', 'The friends' lunches...')</p>			<p>*Apostrophes for plural possession (Find opportunities to teach in context e.g. 'The warriors' swords...')</p>
	Text Structure & Organisation	<p>*Vary nouns to avoid repetition (e.g. the storm)</p> <p>*Beginning to use paragraphs to group related material</p>	<p>*Use connectives to link information across sentences</p> <p>*Paragraphs organised around a theme</p>	<p>*Organise non-fiction writing appropriately</p> <p>*Ideas are consistently organised in sections</p>	<p>*Simple adverbials used to open section and also as a device to link sections</p> <p>*Organise ideas into paragraphs around a theme</p>	<p>*Write a well-structured five-part story</p>	<p>*Makes appropriate choice of sentence openers to avoid repetition (nouns and connectives)</p>
	Composition & Effect	<p>*Viewpoint is conveyed through description</p> <p>*Creates settings and characters</p>	<p>*Viewpoint and characterisation are conveyed through dialogue</p> <p>*Characterisation is sometimes conveyed through dialogue</p>	<p>*Build a rich and varied vocabulary</p> <p>*Consistently uses adventurous word choices to add additional detail</p>	<p>*Words are chosen deliberately e.g. appropriate verb choice, precise nouns etc</p>	<p>*In narrative creates setting, character and plot</p>	<p>*Build a rich and varied vocabulary</p> <p>*Viewpoint is conveyed through description and behaviour</p>
	Poetic forms and devices	<p>Learning poetry by heart – 3 Joshua Seigal poems to be learnt throughout the year and performed in assembly</p> <p>Poet study – Joshua Seigal</p> <p>Poetry form – Rhyme, Humour, Word Play</p>					
	Guided reading	Roald Dahl – James and the Giant Peach		Anne Fine – Bill's new frock / Andy Shepherd – The Boy who grew Dragons		Michael Morpurgo – The Butterfly Lion	