

Autumn 1 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

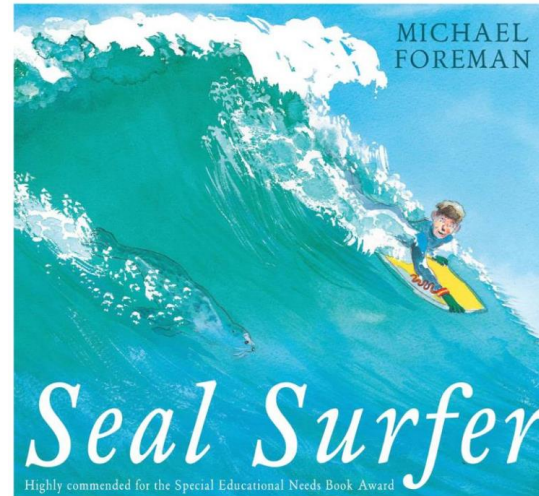
- Ask relevant questions
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates
- Build vocabulary
- Articulate and justify answers
- Consider and evaluate different viewpoints

Reading comprehension:

- Draw inferences (characters feelings, thoughts and motives) from their actions
- Use dictionaries to check the meanings of words
- Predict from details stated and implied
- Ask questions to improve understanding of a text
- Discuss words and phrases that capture the reader's interest and imagination

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear



Pathways to Write

Pathways to Write keys

| | Gateway keys (non-negotiables/basic skills) | Mastery keys (year group national curriculum expectations) | Feature keys (vocabulary, manipulating sentences and tense, structure) |
|----|---|---|---|
| Y3 | <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and co-ordination (or, and, but) • Use present and past tenses consistently and correctly | <ul style="list-style-type: none"> • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech | <ul style="list-style-type: none"> • Write in the first person • Use apostrophe in contractions • Provide detail through use of prepositions to express time, place and cause • Use a variety of sentence forms including statements and questions • Write in consistent past and present tense including progressive forms • Use some future tense verbs • Use layout and structure of a letter |
| Y4 | <ul style="list-style-type: none"> • Use progressive forms of verbs • Use expanded noun phrases • Write sentences with different forms: statement, command, question, exclamation • Group related ideas into paragraphs (Y4 only) • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases (Y4 only) | <ul style="list-style-type: none"> • Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases • Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) • Use commas after fronted adverbials • Use inverted commas for direct speech (Recap) | <ul style="list-style-type: none"> • Ensure chronological order to explain sequence of events |

NC Word List – Years 3 and 4

Developing Vocabulary

| | | | |
|----------------|----------|--------|---------------|
| accident(ally) | extreme | smudge | churn |
| appear | heard | nuzzle | dissolve gale |
| breath | natural | burst | boulder |
| breathe | often | fade | harbour |
| caught | ordinary | brim | horizon |
| disappear | recent | haul | quay |
| early | strength | wrench | moult |
| experience | through | gather | somersault |
| | | heave | corkscrew |
| | | buffet | |

Writing outcome:

To write a letter from the boy to his grandfather telling him about the events he has missed.

Greater depth writing outcome: To write a letter from Grandad in response to one of his grandson's letters.

Autumn 1 English – Year 3 and 4



National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

Reading comprehension:

- Show understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context
- Identify how language, structure, and presentation contribute to meaning

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Proof-read for spelling and punctuation errors

Writing outcome: To write their own illustrated, descriptive senses poem about the sea

Greater depth writing outcome: To include extended images in their poem



Pathways to Write keys

→ Poetry keys

- Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole

The Shell by John Foster



Pathways to Poetry

NC Word List – Years 3 and 4

breathe
heard
imagine
island(s)
notice
remember

Vocabulary Development

scarcely
squelch
squidge
squirt
stabled
tropical

Autumn 2 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

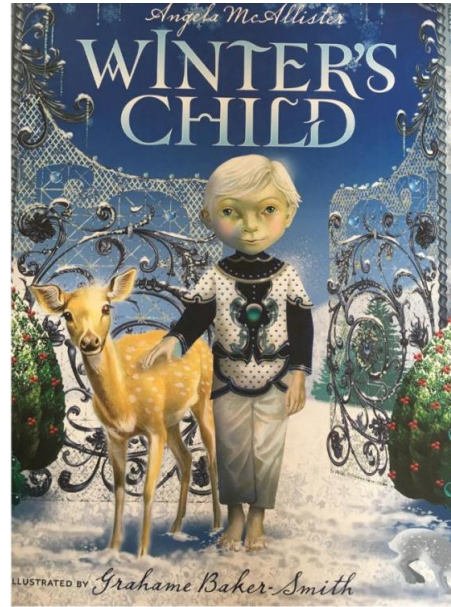
- Ask relevant questions
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, **role play**, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Use dictionaries to check the meaning of words
- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise different forms of poetry
- Explain meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Build a rich and varied vocabulary (Y3)
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear



Pathways to Write

| Key Pathways to Write keys | | | |
|----------------------------|--|--|--|
| | Gateway keys (non-negotiables/basic skills) | Mastery keys (year group national curriculum expectations) | Feature keys (vocabulary, manipulating sentences and tense, structure) |
| Y3 | <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and co-ordination (or, and, but) • Use present and past tenses consistently and correctly • Use noun phrases and prepositions to add detail | <ul style="list-style-type: none"> • Use conjunctions and adverbs to express, time, place and cause • Use a or an according to whether the next word begins with a vowel or consonant • In narratives, create settings, characters and plot • Introduce inverted commas to punctuate direct speech | <ul style="list-style-type: none"> • Use small details to describe characters • Include a setting to create atmosphere • Sequence events to follow the structure of the model story. • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd person consistently • Use tenses appropriately |
| Y4 | <ul style="list-style-type: none"> • Group related ideas into paragraphs • Use inverted commas to punctuate direct speech | <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although • Use Standard English for verb inflections • Build a varied and rich vocabulary • Use and punctuate direct speech | <ul style="list-style-type: none"> • Use small details to describe characters and evoke a response • Use small details for time, place and mood • Sequence stories in different stages: introduction, build up, climax, resolution • Use paragraphs including different ways to introduce them • Create dialogue between characters that shows their relationship with each other • Use 1st or 3rd person consistently • Use tenses appropriately |

NC Word List – Years 3 and 4

Developing Vocabulary

answer
arrive
believe
build
continue
different
favourite
February
grammar

imagine
notice
peculiar
possible
remember
strange
thought
surprise
woman

mutter
crisp
gaze
distant
pale
tinkle
criss-cross
tracks
fetch
thaw

shoot
lake
valley
ravine
waterfalls
snowdrift
icicle
frost
chimes
reed

Writing outcome: To write a fantasy story based on a fable

Greater depth writing outcome: To write from a different point of view

Autumn 2 English – Year 3 and 4



Dance with Me, Autumn by The Literacy Company

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Speak audibly and fluently
- Gain, maintain and monitor the interest of the listener(s)

Reading comprehension:

- Prepare poems and play scripts to read aloud and to perform
- Show understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Pathways to Write keys

⇌ Poetry keys

- Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme
- Create own repeating patterns and use simple forms



Pathways to Poetry

NC Word List – Years 3 and 4

Vocabulary Development

| | |
|-----------|----------|
| answer | earth |
| appear | February |
| arrive | heart |
| believe | imagine |
| breath | natural |
| breathe | ordinary |
| caught | promise |
| disappear | surprise |
| early | through |

| | |
|-----------|-----------|
| arctic | blizzard |
| bitter | gust |
| blanketed | icicles |
| bracing | mittens |
| carpeted | sledge |
| cough | sleet |
| dusted | snowdrift |
| flurry | stove |
| nip | thaw |

Writing outcome:

To write and perform a five-couplet poem about winter, based on the structure of Sing to Me, Autumn

Greater depth writing outcome:

Pupils should follow the same structure but ensure syllables per line are consistent throughout the poem

Spring 1 English – Year 3 and 4

National Curriculum skills for this unit:

Spoken language:

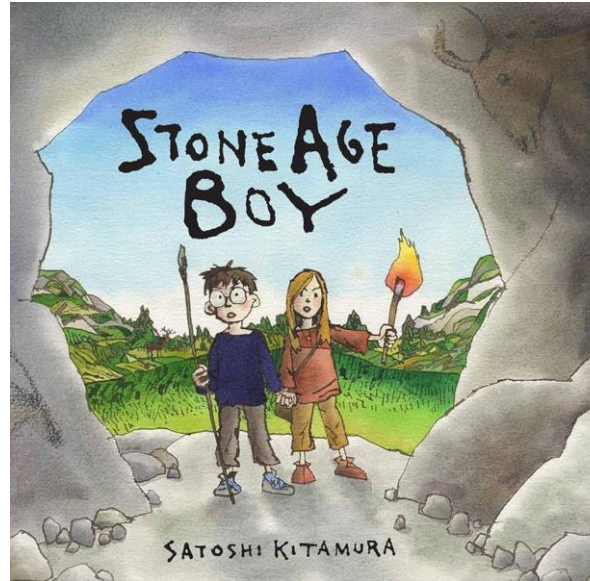
- Listen and respond
- Build vocabulary
- Articulate and justify answers
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

Reading comprehension:

- Read for a range of purposes
- Use dictionaries to check the meaning of words
- Explain meaning of words in context
- Draw inferences (characters feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph
- Retrieve and record information from non-fiction

Writing composition:

- Build a rich and varied vocabulary
- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- In narratives, create settings, characters and plot
- Use headings and sub-headings to aid presentation (Y3)
- In non-narrative material, use simple organisational devices (Y4)
- Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns in sentences for Y4)
- Proof-read for spelling and punctuation errors



Pathways to Write

| Pathways to Write keys | | | |
|------------------------|--|---|--|
| | Gateway keys (non-negotiables/basic skills) | → Mastery keys (year group national curriculum expectations) | Feature keys (vocabulary, manipulating sentences and tense, structure) |
| Y3 | <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use a range of co-ordinating and subordinating conjunctions • Create characters, settings and plot in narrative | <ul style="list-style-type: none"> • Form nouns with a range of prefixes • Use present and past tenses correctly and consistently including progressive and present perfect forms • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) • Group related ideas into paragraphs | <ul style="list-style-type: none"> • Write a sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd or 1st person consistently • Use tenses appropriately • Add historical detail to characters, setting and events |
| Y4 | <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters- including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use conjunctions, adverbs and prepositions to express time, place and cause • Create characters, settings and plot in narrative • Group related ideas into paragraphs | <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form and the present perfect form • Use Standard English for verb inflections • Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) • Use and punctuate direct speech (using dialogue to show relationship between two characters) | |

| NC Word List – Years 3 and 4 | | Developing Vocabulary | |
|---------------------------------|----------|-----------------------|---------------|
| actual | forward | wander | skinning |
| busy | fruit | stumble | smoke |
| calendar | group | relief | stew |
| centre | history | strike | flint |
| century | interest | chip | spear |
| certain | perhaps | trim | spearhead |
| circle | women | wriggle | grindstone |
| describe | suppose | flicker | leather |
| eight | | furious | ornament |
| | | pierce | archaeologist |

Writing outcome:

Write a story set in the Stone Age

Greater depth writing outcome:

Write from the point of view of a person from the Stone Age

Spring 1 English – Year 3 and 4



Pathways to Poetry



Pathways to Write keys

↳ Poetry keys

- Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole
- Create own repeating patterns and use simple forms

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates

Reading comprehension:

- Use dictionaries to check the meaning of words
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise different forms of poetry
- Explain meaning of words in context
- Ask questions to improve understanding of a text

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Proof-read for spelling and punctuation errors

The River's Tale extract by Rudyard Kipling

NC Word List – Years 3 and 4

Vocabulary Development

| | |
|----------|-----------|
| caught | know |
| describe | knowledge |
| early | perhaps |
| earliest | strength |
| history | remember |
| imagine | through |

| | |
|--------------|-------------|
| brontosaurus | netted |
| ford | pterodactyl |
| fossil | stalked |
| mammoth | wassail |
| mastodon(ic) | |

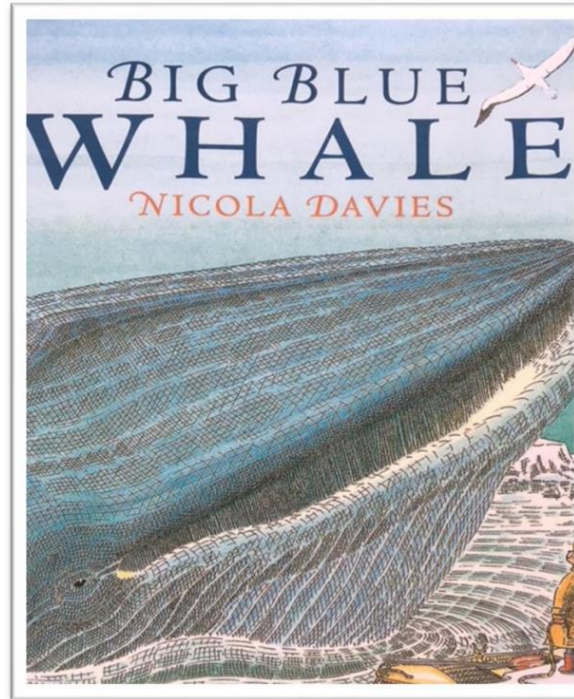
Writing outcome:


To write an illustrated, descriptive poem about the river in the Stone Age

Greater depth writing outcome:

To include extended images in their poem

Spring 2 English – Year 3 and 4



|  Pathways to Write keys | | | |
|--|--|---|--|
| | Gateway keys (non-negotiables/basic skills) | → Mastery keys (year group national curriculum expectations) | Feature keys (vocabulary, manipulating sentences and tense, structure) |
| Y3 | <ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use conjunctions and prepositions to express time, place and cause Use adverbs to express time Group related ideas into paragraphs | <ul style="list-style-type: none"> Use adverbs to express time, place and cause Build an increasing range of sentence structures Use headings and sub-headings to aid presentation Assess the effectiveness of own and others' writing | <ul style="list-style-type: none"> Use persuasive language e.g. alliteration, repetition Write in logical order Use 2nd person or 3rd person to talk directly to the reader Select organisational features e.g. opening statement, sub-headings, closing statement |
| Y4 | | <ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Build an increasing range of sentence structures Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Indicate possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive 's' | <ul style="list-style-type: none"> Use persuasive language e.g. alliteration, repetition, rhetorical questions Write in logical order Use 2nd person or 3rd person to talk directly to the reader Use short sentences to emphasise Select organisational features e.g. opening statement, sub-headings, captions, strategically organised paragraphs, closing statement |



Pathways to Write

Writing outcome:

Write a persuasive informative article about whales for the protection of the blue whale

Greater depth writing outcome:

Include a fact file about other endangered sea creatures

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Speak audibly and fluently
- Participate in discussions, **presentations**, performances, **role play**, improvisations and debates
- Select and use appropriate registers for effective communication

Reading comprehension:

- Read for a range of purposes
- Predict from details stated and implied
- Identify main ideas drawn from paragraphs
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about books

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns in sentences for Y4)
- Assess the effectiveness of own and others' writing (*Mastery key Y3*)
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

NC Word List – Years 3 and 4

Developing Vocabulary

| | |
|-----------|-----------|
| actually | knowledge |
| although | question |
| consider | sentence |
| earth | separate |
| enough | special |
| guide | therefore |
| heart | various |
| increase | weight |
| important | |

| | |
|-----------|-------------|
| protected | mammal |
| creature | blowhole |
| surface | baleen |
| bristly | krill |
| gulp | shrimp |
| slithers | shoal |
| nudges | sieve |
| feast | blubber |
| shallows | Equator |
| stranded | dawn chorus |

Spring 2 English – Year 3 and 4



Pathways to Write keys

→ Poetry keys

- Create similes



The Magnificent Bull from the Dinka tribe



Pathways to Poetry

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently

Reading comprehension:

- Identify themes and conventions
- Prepare poems and play scripts to read aloud and to perform
- Show understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Identify how language, structure, and presentation contribute to meaning

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

NC Word List – Years 3 and 4

Vocabulary Development

actually
consider
earth
enough
guide
heart
increase
important

knowledge
question
sentence
separate
special
therefore
various
weight

protected
creature
surface
bristles
gulp
sapphire
tranquil
feast
shallows
billowing

mammal
blowhole
baleen
krill
shrimp
shoal
sieve
blubber
equator
colossal

Writing outcome:

To write and perform a poem celebrating the blue whale in the style of a Dinka poem

Greater depth writing outcome:

Pupils should follow the same structure but ensure syllables per line echo the original poem

Summer 1 English – Year 3 and 4



| | Gateway keys (non-negotiables/basic skills) | Mastery keys (year group national curriculum expectations) | Feature keys (vocabulary, manipulating sentences and tense, structure) |
|----|---|---|--|
| Y3 | <ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use present and past tenses correctly and consistently Build an increasing range of sentence structures Use adverbs to express time, place and cause | <ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content) Group related ideas into paragraphs Use a or an according to whether the next word begins with a noun or a consonant | <ul style="list-style-type: none"> Use small details to describe characters Include a setting to create atmosphere Sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd person consistently Use tenses appropriately |
| Y4 | <ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in lists, apostrophes for contraction and singular noun possession) Group related ideas into paragraphs Use present and past tenses correctly and consistently Build an increasing range of sentence structures Use adverbs to express time, place and cause | <ul style="list-style-type: none"> Use present and past tenses correctly and consistently including the progressive and the present perfect forms Build a rich and varied vocabulary Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Indicate possession by using the possessive apostrophe with plural nouns | <ul style="list-style-type: none"> Use small details to describe characters and evoke a response Use small details for time, place and mood Sequence stories in different stages: introduction, build up, climax, resolution Use paragraphs and use different ways to introduce paragraphs Create dialogue between characters that shows their relationship with each other Use 1st or 3rd person consistently Use tenses appropriately |

National Curriculum skills for this unit:

Spoken language:

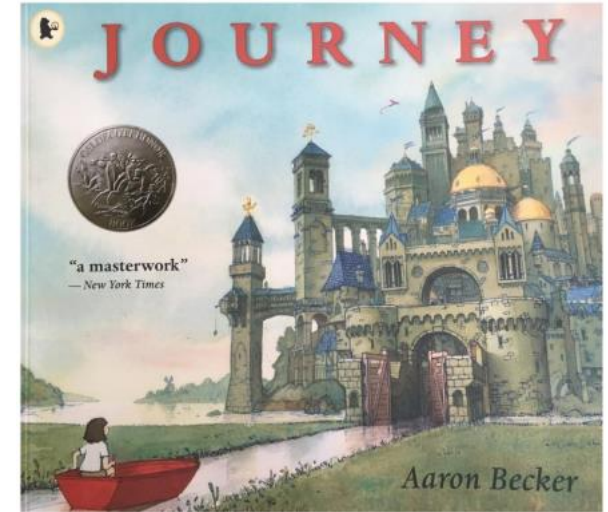
- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Predict from details stated and implied
- Participate in discussion about books

Writing composition:

- Plan writing by discussing the structure, vocabulary and grammar of similar writing
- Compose and rehearse sentences orally
- Build a varied and rich vocabulary
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns in sentences for Y4)
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear



Pathways to Write

| NC Word List – Years 3 and 4 | | Developing Vocabulary | |
|------------------------------|--------------|-----------------------|------------|
| bicycle | mention | isolated | atmosphere |
| decide | minute | excluded | dialogue |
| eighth | naughty | billowing | citadel |
| experiment | position | elegant | aqueduct |
| guard | possess | magnificent | archway |
| island | probably | crouch | canal lock |
| regular | occasionally | fidget | pennant |
| straight | quarter | sneer | spire |
| | | hunch | dome |

Writing outcome:
Write an adventure story based on Journey using the language of Berlie Doherty

Greater depth writing outcome:
Include a new setting route to lead from one place to another

Summer 1 English – Year 3 and 4



Pathways to Poetry

I Saw a Peacock - Anonymous

Pathways to Write keys

↳ Poetry keys

- Create similes
- Create own repeating patterns and use simple forms

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Participate in **discussions**, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Listen to and discuss a wide range of texts
- Use dictionaries to check the meaning of words
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise different forms of poetry
- Identify how language, structure and presentation contribute to meaning

Writing composition:

- Plan writing by discussing the structure, vocabulary and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences, orally proof-read for spelling and punctuation errors

Writing outcome:

Use ideas from *I saw a Peacock* to write a poem about an imaginary journey

Greater depth writing outcome:

Design their own repeating pattern for their poem

| NC Word List – Years 3 and 4 | | Vocabulary Development | |
|---------------------------------|----------|------------------------|----------|
| circle | imagine | brim full | soaring |
| appear | peculiar | comet | stead |
| believe | perhaps | dreamlike | sturdy |
| disappear | strange | fiery | surreal |
| heard | | hail | willow |
| | | raging | wondrous |



Summer 2 - Year 3 and 4

National curriculum skills for this unit:

Spoken language:

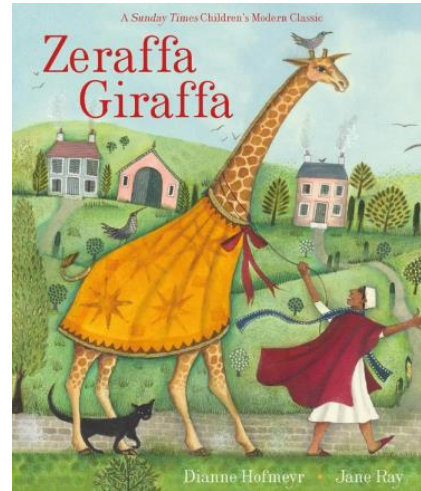
- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Use Standard English
- Participate in **discussions, presentations, performances, role play**, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Select and use appropriate registers for effective communication

Reading comprehension:

- Read for a range of purposes
- Use dictionaries to check the meaning of words
- Explain meaning of words in context
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction

Writing Composition:

- Plan writing by discussing the structure, vocabulary and grammar of similar writing
- Discuss and record ideas
- Group related ideas into paragraphs
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency **including the accurate use of pronouns in sentences (Y4)**
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear



Pathways to Write

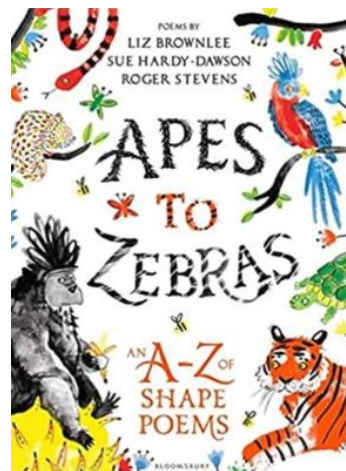
| | Gateway keys (non-negotiables/basic skills) | Mastery keys (year group national curriculum expectations) | Feature keys (vocabulary, manipulating sentences and tense, structure) |
|----|---|---|---|
| Y3 | <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use prepositions to express time, place and cause • Group related ideas in paragraphs | <ul style="list-style-type: none"> • Build an increasing range of sentence structures • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3) | <ul style="list-style-type: none"> • Use persuasive language e.g. alliteration, repetition. • Write in logical order • Use 2nd person or 3rd person to talk directly to the reader • Select organisational features e.g. opening statement, sub-headings. |
| Y4 | <ul style="list-style-type: none"> • Revise use of simple organisational devices in non-narrative material • Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular possession) • Use subordination (when, if, that, because) and co-ordination (or, and, but) • Use expanded noun phrases | <ul style="list-style-type: none"> • Build a varied and rich vocabulary and an increasing range of sentence structures • Variety of verb forms used correctly and consistently • Use paragraphs to organise information and ideas around a theme • The grammatical difference between plural and possessive 's' | <ul style="list-style-type: none"> • Use persuasive language e.g. alliteration, repetition, rhetorical questions • Write in logical order • Short sentences for emphasis • Use 2nd person or 3rd person to talk directly to the reader • Select organisational features e.g. opening statement, sub-headings, captions, strategically organised paragraphs, closing statement |

| NC Word List – Years 3 and 4 | | Developing Vocabulary | |
|-------------------------------------|------------|------------------------------|----------|
| address | opposite | astonishing | acacia |
| business | medicine | epic | Pasha |
| complete | opposite | see-sawed | felucca |
| difficult | particular | sip | pivot |
| exercise | popular | cobblestones | awning |
| famous | possession | glimpse | amulet |
| height | pressure | salon | taffeta |
| library | promise | soiree | vineyard |
| material | purpose | rustle | mistral |
| occasion | reign | balmy | mosaic |
| medicine | | | |

Writing outcome:
Plan and write a persuasive guide for visiting *Zeraffa* at the *Jardin des Plantes* in Paris

Greater depth writing outcome:
To write the guide as above including a section of a researched Paris landmark

Year 3 and 4 – Summer 2



Pathways to Poetry

Apes to Zebras by Liz Brownlee, Sue Hardy-Dawson & Roger Stevens

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Consider and evaluate different viewpoints

Reading comprehension:

- Listen to and discuss a wide range of texts
- Identify themes and conventions
- Prepare poems and play scripts to read aloud
- Discuss words and phrases that capture the reader's interest and imagination
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about books

Writing composition:

- Plan writing by discussing the structure, vocabulary and grammar of similar writing
- Discuss and record ideas
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear



Pathways to Write keys

→ Poetry keys

- Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme

NC Word List – Years 3 and 4

Vocabulary Development

| | |
|-----------|----------|
| different | peculiar |
| difficult | position |
| famous | possible |
| favourite | probably |
| fruit | special |
| group | straight |
| guard | strange |
| height | strength |
| length | suppose |
| often | thought |

| | |
|----------|----------|
| attics | pollen |
| behold | plunge |
| deceived | shaggy |
| hawthorn | silken |
| heaving | slumber |
| IQ | soaring |
| lumber | tide |
| lurk | unseemly |
| nectar | uproots |

Writing outcome:

To write a concrete poem about a giraffe

Greater depth writing outcome:

Pupils should reflect the part of the giraffe's body in the content of the line