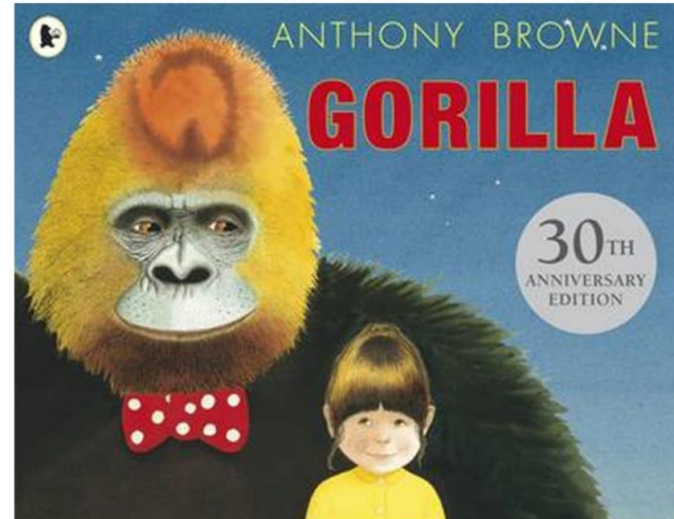


Autumn 1 English – Year 3 and 4



Pathways to Write

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Maintain attention and participate actively in collaborative conversations
- Ask relevant questions
- 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:

- Read for a range of purposes
- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Check text makes sense
- 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 what might happen from what is stated and implied
- 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
- Proof-read for spelling and punctuation errors
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- Assess the effectiveness of own and others' writing

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 correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2) • Use subordination (when, if, that, because) and co-ordination (or, and, but) • Use present and past tenses consistently and correctly • Use progressive forms of verbs • Use expanded noun phrases 	<ul style="list-style-type: none"> • Write expanded noun phrases for description and specification (Y2) • Use prepositions to express time, place and cause • Group related ideas into paragraphs • Use 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 of events to follow the structure of the model story • Use 3rd person consistently • Use tenses appropriately
Y4	<ul style="list-style-type: none"> • Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2) • Use prepositions, conjunctions and adverbs to express time, place and cause (Y3) • Group related ideas into paragraphs (Y3) • Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3) 	<ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use fronted adverbials • Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) • Use commas after fronted adverbials <p>Re-cap: Use inverted commas for direct speech (Year 3)</p>	<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 1st or 3rd person consistently • Use tenses appropriately

NC Word List – Years 3 and 4

Developing Vocabulary

actual	often opposite	obsession	parcel
arrive	ordinary	dejected	primate
busy	peculiar	tingle	ape
certain	remember	impression	chestnut
enough	strange	awesome	kin
fruit	surprise	bluff	stem
height	weight	charge	vegetarian
mention		glance	patchwork
occasionally		lounge	symbolism
		theme	

Writing outcome:

To write a narrative based on the story of *'Gorilla'*

Greater depth writing outcome:

To write the narrative from the animal's viewpoint and include some speech

Autumn 1 English – Year 3 and 4



National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Give well-structured descriptions, explanations and narratives
- Participate in **discussions**, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listeners

Reading comprehension:

- Prepare poems and play scripts to read aloud and perform
- Show understanding through intonation, tone, volume and action
- Ask questions to improve understanding of a text
- 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
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Pathways to Poetry



Pathways to Write keys

→ Poetry keys

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

Family Album

Writing outcome:

To write a free verse, narrative poem about a family member to add to a class 'Family Album'

Greater depth writing outcome:

Write about more than one family member or extend the narrative poem as above

NC Word List – years 3 and 4

believe
different
difference

Vocabulary Development

Speech verbs such as:

agreed
argued
bellowed
complained
cried

giggled
groaned
muttered
sayings
heave

Autumn 2 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

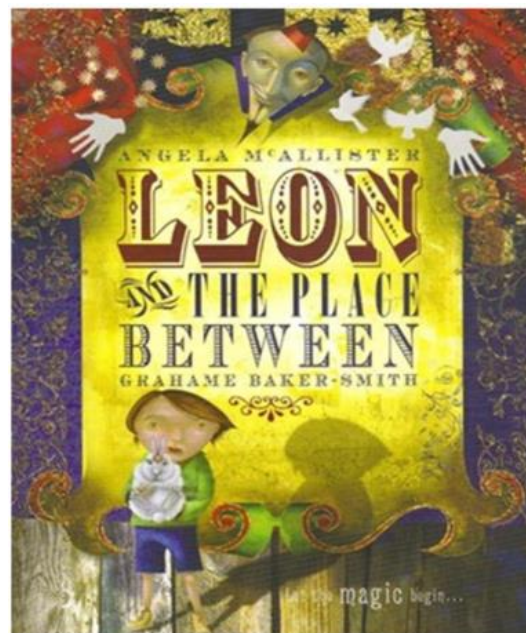
- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Use Standard English
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Read for a range of purposes
- Discuss words and phrases that capture the reader's interest and imagination
- 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 and summarise
- 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
- In narratives, create settings, characters and plot
- Assess the effectiveness of own and others' writing
- 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 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 • Group related ideas into paragraphs 	<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 • Build a varied and rich vocabulary • Indicate possession by using the possessive apostrophe with singular nouns 	<ul style="list-style-type: none"> • Use small details to describe characters • Establish the setting in the first line • Include a setting to create atmosphere • Use imagery for description • Use 1st or 3rd person consistently • Use tenses appropriately • Sequence story and use paragraphs
Y4	<ul style="list-style-type: none"> • Develop character and setting • Group related ideas into paragraphs • Use conjunctions to express time, place and cause • Build an increasing range of sentence structures 	<ul style="list-style-type: none"> • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although • Build a varied and rich vocabulary • Indicate possession by using the possessive apostrophe with plural nouns • Recognise the difference between plural and possessive 's' 	<ul style="list-style-type: none"> • Use small details to describe characters and evoke a response • Use small details for time, place and mood • Use 1st person consistently • Write in consistent past tense • Chronological order • Write an opening paragraph to share thoughts and feelings and to summarise the day • Finish with a personal comment about hopes or concerns for the future

NC Word List – Years 3 and 4

Developing Vocabulary

appear	material	impatient	big top
describe	occasion	lantern	lantern
disappear	popular	fidget	braid
famous	regular	twitch	barrel organ
favourite	sentence	swish	carousel
guide	special	lurch	mechanical
heard	although	awkward	handkerchief
heart	through	applause	pantaloons trousers
imagine	various	astonishment	lute
		majestic	

Writing outcome:

To write Leon's secret diary about what really happened in '*the place between*', including conversation between Leon and the boy

Greater depth writing outcome:

To write a diary from Abdul Kazam's point of view

Autumn 2 English – Year 3 and 4



Pathways to Poetry

Lost Property Office

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Gain, maintain and monitor the interest of the listeners
- Select and use appropriate registers for effective communication

Reading comprehension:

- Use dictionaries to check the meaning of words
- Prepare poems and play scripts to read aloud and perform
- Recognise different forms of poetry
- 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
- 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
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing outcome:

To write a group list poem based on 'The Lost Lost-Property Office' by Roger McGough and perform

Greater depth writing outcome:

Write in couplets or change the setting of the poem e.g. 'Under the bed' or 'The back of the drawer'

NC Word List – years 3 and 4		Vocabulary Development	
various	possession	concertina	Synonyms for 'lost' and 'found': leave, discarded, remains, lost, mislaid
strange	peculiar	deflating	
probably	ordinary	didgeridoo	
important	favourite	lance	
		passengers	
		ventriloquist's dummy	



Pathways to Write keys

→ Poetry keys

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

Spring 1 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

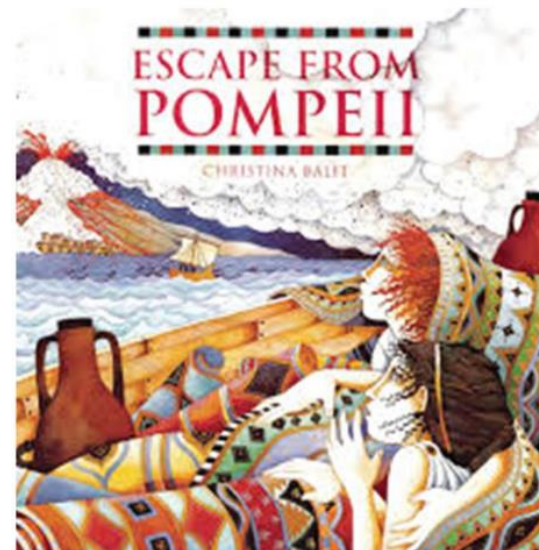
- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Give well-structured descriptions, explanations and narratives
- Speak audibly and fluently
- Use Standard English
- Participate in discussions, presentations, performances, **role play**, **improvisations** and debates

Reading comprehension:

- Read for a range of purposes
- Discuss words and phrases that capture the reader's interest
- Check text makes sense
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- 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
- Discuss and record ideas
- 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 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 adverbs, conjunctions and prepositions to express time, place and cause • Write expanded noun phrases for description and specification (Y2) 	<ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form and the present perfect form • Group related ideas into paragraphs • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) 	<ul style="list-style-type: none"> • Add historical detail to describe characters, setting and events • 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
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"> • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use Standard English for verb inflections • Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs) • Use and punctuate direct speech (using dialogue to show the relationship between characters) 	

Writing outcome:

Write the story from the point of view of one of the children

Greater depth writing outcome:

Write from the point of view of the captain

NC Word List – Years 3 and 4

Developing Vocabulary

accident	history	haggle	Roman
believe	perhaps	protector	forum
century	probably	looming	tremor
continue	recent	quiver	pumice
earth	reign	awning	molten
eight	thought	bray	citizen
experiment	woman	bolt	eruption
extreme	women	muffle	earthquake
		barren	excavate

Spring 1 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- 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:

- Prepare poems and play scripts to read aloud and perform
- 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, vocabulary and grammar of similar writing
- Discuss and record ideas
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- 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

Writing outcome:

To write *cinquain* poems about life as a Roman soldier

Greater depth writing outcome:

Write a series of cinquains from different points of view



The Roman Centurion's Song

NC Word List – years 3 and 4		Vocabulary Development	
build	imagine	aqueducts	legate
buildings	know	cohort	legionary
century	knowledge	comrades	native
eight	straight	derelict	pearled
eighth	through	drill	plain
heart	women	granite	suffice
history	woman	haze	unshed



Pathways to Poetry



Pathways to Write keys

→ Poetry keys

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

Spring 2 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

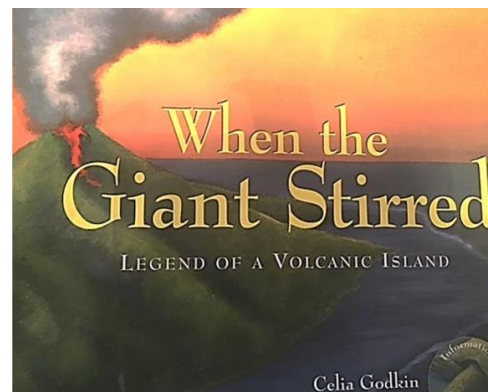
- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

Reading comprehension:

- Use dictionaries to check the meaning of words
- Identify themes and conventions
- Check text makes sense
- 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 and summarise
- Participate in discussion about books

Writing Composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- 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



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 past and present tenses correctly and consistently • Sequence events • Section story into beginning, middle and end • Use 3rd person consistently • Write expanded noun phrases (Y2) • Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use adverbs to express time, place and cause • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Use small details to describe characters • Include a setting to create atmosphere • Use small details to describe characters and for time, place and mood • Sequence of events to follow the structure of the model story • Sequence stories in different stages: introduction, build up, climax, resolution • Create dialogue between characters that shows their relationship with each other • Use 1st or 3rd person consistently • Use tenses appropriately
Y4		<ul style="list-style-type: none"> • Build an increasing range of sentence structures • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use and punctuate direct speech • Use commas after fronted adverbials 	<p>Bold additions for Y4</p>

NC Word List – Years 3 and 4

Developing Vocabulary

answer	eighth	vermillion	erode
build	group	spouting	colonise
calendar	island	phenomenon	waterborne
centre	natural	tranquillity	wind-dispersed
circle	position	(in)hospitable	fauna
decide	separate	(un)inhabited	species
different	strength	belched	crater
difficult	though	cinders	tidal wave
early		navigate	migrate
		isolated	thatched

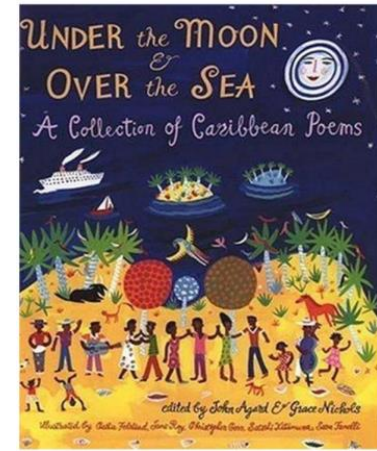
Writing outcome:

To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story

Greater depth writing outcome:

To write the story from the mountain God's point of view

Spring 2 English – Year 3 and 4



Pathways to Poetry

Windrush Child

National curriculum skills for this unit:

Spoken language:

- Gain, maintain and monitor the interest of the listeners
- Use spoken language: imagining and exploring ideas
- Build vocabulary
- Select and use appropriate registers for effective communication

Reading comprehension:

- Use dictionaries to check the meaning of words
- Prepare poems and playscripts to read aloud and perform
- Show understanding through intonation, tone, volume and action
- Recognise different forms of poetry
- Discuss words and phrases that capture the reader's interest and imagination
- 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
- 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
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing outcome:

To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.

Greater depth writing outcome:

Write a similar poem with freedom to change the structure and include feelings vocabulary.



Pathways to Write keys

→ Poetry keys

- Use increasingly effective similes to create imagery
- Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration

NC Word List – years 3 and 4

arrive
answer
island
imagine
heart
favourite

promise
remember
special
strange
though
although

Vocabulary Development

apprehensive
beacon
Caribbean
confused
eager

enthusiastic
horizon
migrate
opportunities

Summer 1 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

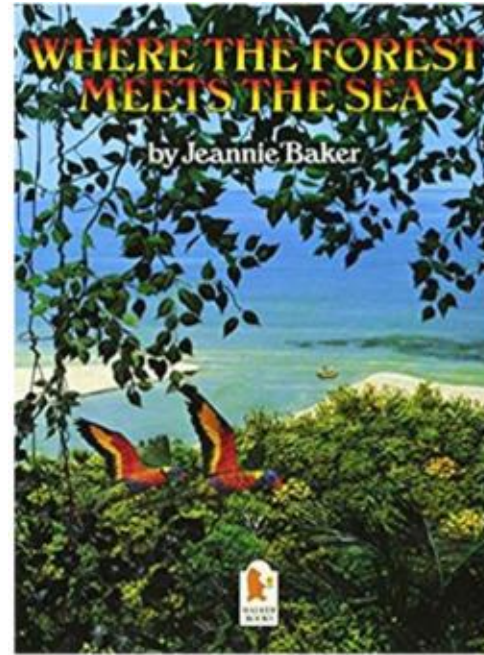
- Build vocabulary
- Listen and respond
- Ask relevant questions
- Give well-structured **descriptions, explanations** and narratives
- Maintain attention and participate actively in collaborative conversations
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- 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
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Identify main ideas drawn from more than one paragraph and summarise

Writing Composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Proofread 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 facts from research • Write with clear and precise description • Write in the present tense • 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) 	<ul style="list-style-type: none"> • Build a varied and rich vocabulary • Use 'a' or 'an' according to whether the next word begins with a vowel or a consonant • Group related ideas into paragraphs • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use punctuation correctly – apostrophes for the possessive (singular) 	<ul style="list-style-type: none"> • Use specific vocabulary, e.g. <i>fruit bats</i>, and some technical vocabulary, e.g. <i>nocturnal, mammal</i> • Use precision in technical vocabulary • Write in present tense • Use layout features, e.g. <i>questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</i>
Y4	<ul style="list-style-type: none"> • Revise use of simple organisational devices in non-narrative material • Write in the present tense • 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 expanded noun phrases 	<ul style="list-style-type: none"> • Build a varied and rich vocabulary • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Use paragraphs to organise information and ideas around a theme • Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular • Recognise the grammatical difference between plural and possessive 's' 	<p>Bold are additions for year 4</p>

Writing outcome:

To make a zoo information board for a rainforest exhibit.

Greater depth writing outcome:

Include an interactive element, such as a voiceover for a short video.

NC Word List – Years 3 and 4

Developing Vocabulary

actually	imagine	Aboriginal	habitat
appear	important	antennae	mahogany
arrive	learn	cacophony	mammals
caught	natural	camouflaged	predator
disappear(ing)	notice	canopy	rare
favourite	perhaps	conservation	species
fruit	straight	creek	survive
group	surprise	Dreamtime	territorial
guide	though	ecotourism	tropical
		endangered	understorey
		environment	unfurls
		glimpse	vines

Summer 1 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Maintain attention and participate actively in collaborative conversations

Reading comprehension:

- Recognise different forms of poetry
- 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, vocabulary and grammar of similar writing
- Discuss and record ideas
- Assess the effectiveness of own and others' writing
- Proof-read for spelling and punctuation errors



Pathways to Poetry

Look!



Pathways to Write keys

→ **Poetry keys**

- Use increasingly effective similes to create imagery
- Create own repeating patterns and experiment with simple forms

NC Word List – years 3 and 4		Vocabulary Development	
although	natural	cupped	-est words such as: highest mightiest cutest scariest tiniest etc.
disappear	notice	canopy	
earth	peculiar	cassava	
extreme	strange	tropical	
height	though	undergrowth	
length	through	vines	
	various		

Writing outcome: To write a cumulative list poem about the rainforest

Greater depth writing outcome: To include similes, rhyme or wordplay

Summer 2 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

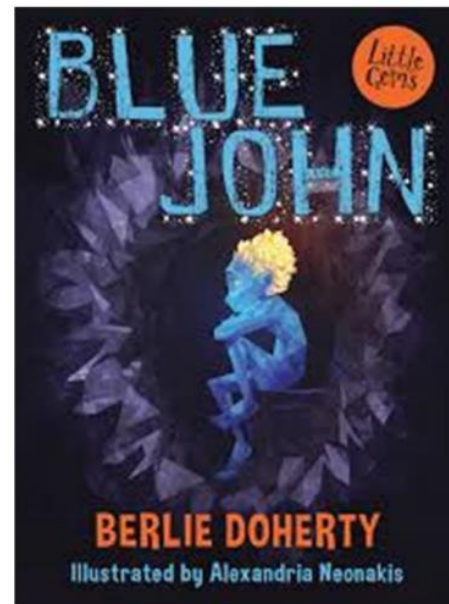
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Give well-structured descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in **discussions**, presentations,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

Reading comprehension:

- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- 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 from paragraphs (Y3)
- Identify main ideas drawn from more than one paragraph and summarise (Y4)
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Use headings and sub-headings to aid presentation (Y3)
- In non-narrative material, use simple organisational devices (Y4)
- Assess the effectiveness of own and others' writing
- Proof-read for spelling and punctuation errors



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 contractions and singular noun possession) • Use a range of co-ordinating and subordinating conjunctions 	<ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use present and past tenses correctly and consistently including the progressive and the present perfect forms • Group related ideas into paragraphs 	<ul style="list-style-type: none"> • Use language to explain a process or how something works • Use some technical vocabulary • Use simple present tense • Use causal conjunctions (but, because, after, before, so, although) • Use connecting adverbs (however, consequently, in addition, therefore, as a result) • Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart
Y4	<ul style="list-style-type: none"> • Full stops, capital letters, exclamation marks, question marks, commas and apostrophes • Group related ideas into paragraphs • Use past and present tense consistently • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms • Use paragraphs to organise information and ideas around a theme <p>Integrated as revision: Consolidate punctuation so far (Y3) The grammatical difference between plural and possessive s (Y4)</p>	<p>Bold are additions for Year 4</p>

NC Word List – Years 3 and 4

Developing Vocabulary

accidentally	length	surge	glacier
address	naughty	gush	cavern
breath	peculiar	billow	stalactites
breathe	possess	chamber	stalagmites
experiment	possession	snatch	formation
forward(s)	pressure	mould	pools
guard	promise	clasp	amethyst
interest	straight	enchantment	amber
knowledge	therefore	sprawl	grotto
learn		ebony	ledge

Writing outcome:

To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story

Greater depth writing outcome:

To write the story from the mountain God's point of view

Summer 2 English – Year 3 and 4

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension:

- Use dictionaries to check the meaning of words
- Recognise different forms of poetry
- Discuss words and phrases that capture the reader's interest and imagination
- 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
- Assess the effectiveness of own and others' writing
- Proof-read for spelling and punctuation errors
- Read aloud own writing to a group or the class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing outcome:

To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga

Greater depth writing outcome:

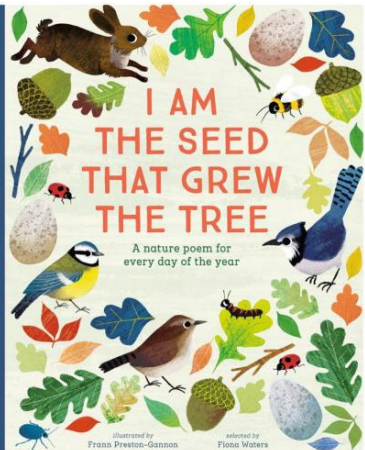
To write individual Haiku as above, extend these to make the Tanka form and perhaps continue to link several to make Renga of their own



Pathways to Write keys

Key Poetry keys

- Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs
- Create own repeating patterns and experiment with simple forms



Pathways to Poetry

Haiku

NC Word List – years 3 and 4

There are no year 3/4 word list words within the Haikus used. However, several homophones and near homophones (NC, Year 3/4, Appendix 1) appear in the poems which could be revised:

wait / weight
piece / peace
flower / flour
week / weak
see / sea

Vocabulary Development

drift
ripples
strewn
nervously
pygmy

frail
glimpse
mere
bask
sprout