



English Long Term Plan – Year 3 & 4 Autumn Rotation A

Term	Narrative	Information	Poetry
Autumn	<p>Autumn: Myths Writing Outcomes: Plan and write a myth</p> <p>Suggested focus texts: Greek Myths for young children by Heather Amery Greek Myths by Marcia Williams Usborne Book of Greek Myths by Anna Milbourne</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Compare a range of myths. • Analyse a myth, identifying the text structures and language features. • Identify the main text features, including introduction of characters, the problem to overcome, the journey undertaken and the resolution. • Identify how settings impact on events. • Create an interactive story map to support planning a myth. • Use oral storytelling to plan a myth. • Teacher models how to write a myth incorporating settings that provide challenge and organising plot into a clear sequence of events. • Children plan, draft, edit and review a myth. 	<p>Autumn: Reports Writing Outcomes: Write a report based on notes from several sources</p> <p>Suggested focus texts: Link to curriculum work, eg Science; The Human Body- small book- by Penny Coltman</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Recognise the structure and language features of a report. • Model how to research and note-taking using information and ICT texts. • Learn how to locate and note the main points in a text. • Demonstrate understanding of information read from a book or screen by noting the main points. • Research information from a variety of sources. • Collate and display technical language. • Model how to plan, draft, edit and review a report. • Children write own reports, based on different sources. 	<p>Autumn: Poems to Perform Outcomes: Compose and perform poems</p> <p>Suggested focus texts: Poems to Perform: A Classic Collection chosen by Julia Donaldson I've got a poem for you- John Foster</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and use of oral language when performing. • Select a poem with a distinctive pattern and model how to construct a poem in this style, but using a different subject/focus. • Children work in groups to plan, draft, edit, perform and review performance poems.

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	<p>Autumn: Fantasy stories Writing Outcomes: Create own story following pattern of original text</p> <p>Suggested focus texts: The Worst Witch by Jill Murphy The Widow’s Broom by Chris Van Allsburg Aquila by Andrew Norriss</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss how settings influence the reactions of characters • Express opinions about mood and atmosphere created by author. • Create fantasy settings with digital software. • Identify common features and themes. • Construct a narrative using images and set in a fantasy setting. • Organise story into paragraphs and discuss how cohesion can be created across paragraphs. • Role play or tell a story using language features of original. • Model how to organise the narrative into paragraphs using cohesive devices. • Write narrative arranged into paragraphs. • Plan, draft and edit. 	<p>Autumn: Newspaper article Writing Outcomes: Newspaper article</p> <p>Suggested focus text: http://www.first.news.co.uk http://www.bbc.co.uk/newsround</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Read different examples of newspaper reports. • Organise and sequence a recount, identifying key events (possibly using class text as a basis). • Identify features of an account. • Analyse a newspaper text, identifying key organisational features and language conventions. • Re-draft recount into article. • Identify presentational features of newspapers. Draft a newspaper article based on a recount. 	

English Long Term Plan – Year 3 & 4 Spring Rotation A

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Spring	<p>Spring: Imaginary Worlds Writing Outcomes: A story set in an imaginary world</p> <p>Suggested focus texts: How to train your dragon by Cressida Cowell Dragon’s Child by Jenny Nimmo The Dragonsitter by Josh Lacey</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Discuss how settings influence the reactions of characters. • Express opinions about how the mood and atmosphere created by the author. • Express opinions about an author’s intended impact on a reader. • Identify common features and themes. • Use images to discuss character responses to settings. • Construct a narrative using images. • Organise story into paragraphs and identify how cohesion is created across paragraphs. • Tell a story orally. • Demonstrate how to organise the narrative into paragraphs using devices to connect ideas. • Children write a narrative using paragraphs to organise ideas maintaining cohesion. 	<p>Spring: Instructions Writing Outcomes: An instructional text</p> <p>Suggested focus texts: See curricular subject being taught at time</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Analyse varied instructional texts, discussing key organisational features and identifying language structures. • Give oral instructions (eg. using imperative verbs) and develop these into a chronological sequence. • Demonstrate how to plan, draft, edit and review an instructional text. • Children write instructional text using adverbial language, sequenced imperative statements and presentational devices such as bullet points/ numbering. 	<p>Spring: Shape Poems Outcomes: Shape poems and calligrams</p> <p>Suggested focus texts: What shape is a poem? By Paul Cookson Doodle Dandies: Poems that take shape by J. Patrick Lewis</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Identify the features of shape poems and calligrams. • Discuss vocabulary and capture ideas through first-hand experience. • Discuss word choice and their effects. • Compose shape poems using language effects. • Write a calligram, choosing appropriate presentational features. • Write a poem, individually or in a group, that uses language to create an effect.

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	<p>Spring: Stories in familiar settings Writing Outcomes: Write a story with a familiar setting</p> <p>Suggested focus texts: Charlotte's Web by E.B. White The Garden by Dyan Sheldon Born to Run by Michael Morpurgo</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Identify the features of the genre. • Discuss atmosphere and common features and themes and collate vocabulary. • Identify how the 5 senses are used to describe familiar settings. • Create own familiar setting. • Model writing a story with a familiar setting through shared composition. • Plan, draft and edit a story with a familiar setting. 	<p>Spring: Magazines Writing Outcomes: A magazine article</p> <p>Suggested focus texts: Magazine articles eg: http://www.nationalgeographic-kids.co.uk http://www.magazine.co.uk/kids-magazines/how-it-works</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Go over the features of a recount based on class text or a real event. • Organise and sequence a recount, identifying key events. • Write a recount in the correct verb tense. • Look at magazine texts, discussing key organisational features and language conventions. • Re-draft recount into magazine article. • Discuss notion of 'fact' and 'opinion' in magazine articles. • Write a simple commentary on a recount draft. • Identify key presentational features of a magazine article. • Re-draft recount into magazine article. • Plan, draft and edit a magazine article that contains both factual and opinion-based content. 	

English Long Term Plan – Year 3 & 4 Summer Rotation A

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Summer	<p>Summer: Stories from other cultures Writing Outcomes: Extend a story from another culture</p> <p>Suggested focus texts: Mufaro’s Beautiful Daughters by John Steptoe Grandpa Chatterji by Jamila Gavin Gregory Cool by Caroline Binch</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Identify descriptive language to describe unfamiliar setting. • Research background, eg. where the story is set. • Discuss characters; compare customs; culture; etc with children’s own. • Identify the features of stories from other cultures. • Select a character and discuss their motives and behaviour. Hot seating. • Write a character description. • Extend an existing story. 	<p>Summer: Persuasive text Writing Outcomes: An advert/ brochure article (connect to narrative focus)</p> <p>Suggested focus texts: Holiday adverts/ brochures Reference materials (books and websites) for countries</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Explore and discuss a range of holiday adverts/ brochures. • Find key features of persuasive writing. • Research key facts for country being studied using reference materials. Retrieve information from a range of sources. • Decide how best to present information: use pictures, words and other communication modes (eg digital media) to persuade • Use compound and complex sentences to write a persuasive advert/ brochure article for a particular country. 	<p>Summer: Language Play Writing Outcomes: A poem</p> <p>Suggested focus texts: Bananas in My Ears: A Collection of Nonsense Stories, Poems, Riddles, and Rhymes by Michael Rosen Raps, Riddles and Concrete by Pie Corbett</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Read and discuss a range of poems that play with language, eg: <ul style="list-style-type: none"> - puns - riddles - nonsense verse - word games • Provide children with opportunities to perform poems, considering volume, pace, expression and use of different voices. • Identify features • Select a particular form, and, in shared composition, build a poem that follow a model. • Plan, draft and edit poems using language play.

<p>Summer: Stories with a Historical Setting Writing Outcomes: A narrative with ideas organised into paragraphs.</p> <p>Suggested focus text: Town is by the Sea by Joanne Schwartz Street Child by Berlie Doherty Archie’s War by Marcia Williams Journey to the River Sea by Eva Ibbotson The Butterfly Lion by Michael Morpurgo</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Read several short stories set in the past and a longer story which will count as the basis of work. • Identify the details in the text that describe characters and setting. Select a character. • Discuss responses to character and how author achieves this. • Write a character sketch using evidence from the text. • Watch a tv or film clip set in the past and discuss how differences in time are represented. • Find evidence about the period the book was set in. • Map the stages in the story and discuss the passing of time. Relate to the organisation of paragraphs. • Explore the use of powerful verbs and discuss their function. • Recognise the stages in the story and the way events are linked. • Present a historical setting to familiar to the children (eg. linked to a period studied in History). • Plan a story with a clear structure, including a build-up, conflict and resolution. • Use connectives to show changes in time or place and the sequence of events. 	<p>Summer 2: Non-chronological reports Writing Outcomes: A report, based on theme suggested by class text, eg a day in the life of.....</p> <p>Suggested focus texts: Selection of websites linked to theme.</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Look at examples of reports and identify and display features of the genre. • Model how to research and note-take using information and ICT texts. • Learn how to locate and note the main points in a text. • Find a key word using the index and locate the relevant information. Summarise main points. • Research information from a variety of sources. • Collate and display technical vocabulary. • Model how to plan, draft and edit a report. • Write report, based on notes from several sources. 	
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