



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

Term	Narrative	Information	Poetry
Autumn	<p>Autumn: Adventure Stories Writing Outcomes: An extended adventure story</p> <p>Suggested focus texts: Iron Man by Ted Hughes Traction Man by Mini Grey Julian, Secret Agent by Ann Cameron Stormbreaker by Alex Rider</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Investigate plot structure and identify typical themes, settings and characters. • Explore moral dilemma faced by a character. • Express and justify judgements for character. • Identify how the author engages the reader and maintains interest. • Analyse language and use connectives to signal time, place or sequence. • Explore different types of sentence and the effect of varying sentence length. • Plan, draft, edit and review an extended adventure story, divided into chapters or paragraphs. 	<p>Autumn: Recount Writing Outcomes: A recount of an incident in story in an alternative way, eg</p> <p>Suggested focus texts: In connection with class text</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Recount an incident from story in a different way, for example: <ul style="list-style-type: none"> - in a conversation between two characters - a letter. • Recount an incident from story maintaining a first-person viewpoint. 	<p>Autumn: Creating images Outcomes: Poetry presentation</p> <p>Suggested focus texts: The Works KS2 by Pie Corbett The Works 2- Poems on Every Subject and for Every Occasion by Brian Moses and Pie Corbett</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Study poems that can be performed and identify performance techniques. • Read poems, discussing vocabulary, structure and language features. • Discuss how expressive and descriptive language can create effect. • Experiment orally with phrases and words to create different effects and responses. • Work in groups/ pairs to create, organise and rehearse for an ICT- based poetry presentation. • Reflect on and evaluate own and peers poetry presentations.

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	<p>Autumn: Legends Writing Outcomes: Write own legend</p> <p>Suggested focus text: Mousehole Cat by Antonia Barber</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Analyse narrative, identifying the text structure and language features. • Discuss characters, the problem to be resolved, the journey and the resolution. • Identify how the setting impacts on events. • Create story maps to support planning a narrative. Organise in a clear way. • Tell story orally. • Model how to write own legend, incorporating a different and challenging setting and character. • Plan, draft and edit a narrative. 	<p>Autumn: Instructions Writing Outcomes: A set of instructions</p> <p>Suggested focus texts: Examples related to story/ Christmas activities, eg recipes</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Analyse varied instructional texts, eg. recipes, 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. 	

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

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Spring	<p>Spring: Mystery Writing Outcomes: A mystery story to form part of a class book</p> <p>Suggested focus text: The Secret of Weeping Wood by Robert Swindells Kindlekrax by Philip Ridley Tom’s Sausage Lion by Michael Morpugo</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Read and investigate plot structure. • Identify theme, setting and characters. • Using drama and discussion, explore dilemma faced by character. • Identify how author engages the reader and maintains interest. • Analyse language and connectives to signal time, place and sequence. • Explore use of different types of sentence and effect of varying sentence length. • Recount an incident from story in a different way, eg a conversation. • Plan, draft and edit an extended mystery story divided into chapters/ paragraphs. • Identify the problem, events and resolution. • Include elements such as description, action sequences and dialogue. • Present finished stories, eg as a class book. 	<p>Spring: Explanation Writing Outcomes: An explanation text</p> <p>Suggested focus texts: http://www.howstuffworks.com http://www.bbc.co.uk/bitesize/ks2/english/writing/explanation/read/1/</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Read text-type or on-line explanation texts, identifying features of genre: the purpose, structure, language and presentation. • Children use organisational features to locate information in explanation texts. • Explain how ideas are developed in an explanation text. • Children orally explain a process or answer a question. • Through shared composition, develop awareness of the language features of an explanation text. • Use a diagrammatic plan and oral rehearsal to support the writing of an explanation text. • Use information retrieved from different sources to compose an explanation text. 	<p>Spring: Exploring form Outcomes: Produce and perform a poem</p> <p>Suggested focus texts: The Works KS2 by Pie Corbett</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Read and recite poems, discussing vocabulary, structure and language features. • Use technical terms in discussion about poems. • Explore orally with phrases and words to create different effects and responses. • Children work collaboratively to organise, rehearse and present own poetry presentations. • Showcase then evaluate poetry presentations.

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	<p>Spring: Stories with Issues and Dilemmas Writing Outcomes: Write a dilemma story in role as character</p> <p>Suggested focus texts: The Widow’s Broom by Chris Van Allsburg Bill’s New Frock by Anne Fine Way Home by Libby Hathorn</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Read story that raises an issue. • Summarise key points to produce an outline of the story structure. • Predict the outcome of the issue/ dilemma. • Explore possible courses of action and children write own endings based on drama and discussion. • Identify the features of a story with issues/ dilemma. • Talk about how the mood and atmosphere are achieved in a dilemma story. • Supplement through watching videos, etc. • Discuss character’s actions and alternative views on the problem. Use drama techniques. • Write in role as a character from the story. • Present children with an issue to discuss and suggest possible solutions to. • Demonstrate how to write opening section, setting the scene and drawing characters in. • Children plan, draft and write own stories. 	<p>Spring: Chronological report Writing Outcomes: An information report</p> <p>Suggested focus texts; Real life texts related to a curriculum area</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Children explore chronological reports through reading & discussing true life texts. Discuss sequential order when presenting information. • Collect information from a variety of sources. Model note-taking and summarising information. • They create story maps, write letters and newspaper reports; and explore dialogue through drama. • Discuss use of past tense; present perfect form and using conjunctions, adverbs and prepositions to express time and cause. • Children plan, draft and edit reports. 	

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Summer	<p>Summer: Author focus Writing Outcomes: A Book Review/ Story in the style of author/ alternative ending to story</p> <p>Suggested Authors: Michael Morpurgo Anne Fine Ann Cameron Anthony Browne Choose a different author to one already chosen as a significant author.</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Analyse extracts/ examples of texts by same author. Discuss, for example, plot, organisation, structure and style. • Express personal responses and explore aspects of author's style. • Shared write a book review. • Children work in groups to find out about an author, identifying aspects of style and selecting a favourite book to recommend in a written review. 	<p>Summer: Formal Persuasive Text Writing Outcomes: A persuasive text, eg. a voice- over text</p> <p>Suggested focus texts: Examples from everyday life, eg: http://www.iboard.co.uk/iwb/Being-Healthy-Persuasive-Leaflet-Writer-519</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Read examples of formal persuasive texts. • Identify key language features. Express views about the persuasive nature of texts. • Plan a trailer to promote a film using key moments from the film. • Write a voice- over script to persuade a reader to see a film, using informal language and simple connectives. • Combine words, music and images to persuade reader. 	<p>Summer</p>

<p>Summer: Playscripts Writing Outcomes: Write and perform a play based on a familiar story</p> <p>Suggested focus texts: Angel of Nitshill Road by Anne Fine The Twits: Plays for Children by Roald Dahl The BFG: A Set of Plays by Roald Dahl</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Read and discuss stories, identifying different characters and voices. • Identify the features and conventions of written dialogue. • Discuss the features of play scripts and stories with dialogue. • Model how to write and perform play scripts based on familiar stories. • Plan, draft and write a play script. 	<p>Summer: Information Texts Writing Outcomes: An advertisement</p> <p>Suggested focus texts: Use examples from everyday life</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Look at examples of adverts. • Children to carry out factual research- scan texts and websites to locate key words and phrases, etc. that inform. Appraise how useful each is in supporting the reader to gain information effectively. • Collect information from a variety of sources. • Identify features of information texts and discuss how paragraphs are used to organise and sequence information. • Analyse texts, making notes and selecting key words to use. • Compose brief notes whilst scanning texts for information. • Present information from a variety of sources in a simple format, eg a chart, graph or diagram. • Edit writing to compose concise captions/ sentences. • Plan, draft and edit advertisements. 	<p>Summer: Discussion text Writing Outcomes: A balanced argument</p> <p>Suggested focus texts: Information texts</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> • Discuss and identify features of a balanced argument: <ul style="list-style-type: none"> - clear introduction to set the tone and context behind the discussion, weighing up both sides of the argument - clearly structured points with each paragraph having a clear focus- one paragraph per point - topic sentences to introduce points - use of rhetorical questions - conclusion that sums up the main information given.
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