




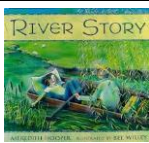


Overview Yr 3/4	Term 1		Term 2		Term 3							
Stimulus themes /topics	Castle Quest	Settlements	To Invinity and Beyond	Earth and Space	Journey of a River							
Reading for pleasure and reading independence												
Reading range and focus: whole class		 ?	 			Text to be finalised						
Writing Purpose and range	Converting cartoon to narrative text. Setting Speech punctuation Adverbs and adjectives to add detail Diary entry for King Arthur	Persuasive poster – fire work event Firework poetry Recipe for fireworks - VLOG	Spotters guide for dragon Description of a dragon Character description Tour guide to Burk Own story based on capturing new dragon based on different location.	Story based voyage and return Publicity campaign Instructions for looking after magical rabbit Poetry based on magic box Diary entries Postcards								
Sentence, grammar and punctuation skills linked to reading models and writing journeys  Year 3 milestones	Accurately use commas in lists.	Can identify nouns, verbs, adjectives, adverbs and prepositions.  <u>Expressing time and cause through: conjunctions (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during).</u>  <u>Introduces inverted commas to punctuate speech.</u>	Use adverbs to modify verbs. Use a variety of fronted adverbials to add interest  Begin to use commas after simple fronted adverbials  Use simple time subordination to open sentences	<u>Begin to use a range of past tense forms for purpose, including present perfect (e.g. I walked, I was walking, I had walked).</u>  Use simple noun phrases with a greater range of vocabulary.	Choose words or phrases to support the purpose.  Identify and use expanded noun phrases to add interest and detail.  Uses a wider range of conjunctions (e.g. when, if, because, although, however).  Use subordination to show relationship in time and place	Use speech marks accurately to punctuate direct speech.  <u>Uses the correct article (a or an) according to whether the next word begins with a vowel or consonant.</u>						
Sentence, grammar and punctuation skills linked to reading models and writing journeys  Year 4 milestones	Use a range of adjectives and adverbs across fiction and non-fiction writing.  Choose some words or phrases showing an awareness of the reader.  Can identify and use expanded noun phrases to add interest and detail.  Uses a wider range of conjunctions (e.g. when, if, because, although, however).	Use elements of an increasing range of genre language appropriately.  Choose words or phrases to support the purpose.  Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race....)  Use speech marks accurately to punctuate direct speech.	Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while).  <u>Uses fronted adverbials</u> and includes a comma after subordination	Apostrophes to mark singular and plural possession.  Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.	Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader.  More confident use of different types of sentences and related verb type (e.g. imperatives in commands).  Use and experiment with a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash).	<u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</u>  <u>Uses inverted commas and other punctuation to indicate direct speech.</u>  Use adverbial phrases and noun phrases to give clarity to the account.						
Talk: skills, opportunities and outcomes	Opportunities to talk in both small and large groups, read aloud and perform throughout each unit of work.											
Special Events	Trip to Winchester Harvest Festival	National poetry Day World Nursery Rhyme Day Remembrance Day	National Story telling week Reading cup competition	World Book day World Poetry day		Phonics screening KS1 SATS						
Spelling: phase objectives (will be enhanced with AFL induced sub-group targets and teaching)  No Nonsense spelling scheme used Yr2-6 Phonics play planning used Yr R-1	<b>Year 3</b> Suffixes from Y2 prefix dis/un apostrophes /ei/ homophones statutory words	<b>Year 4</b> -sure words apostrophe homophones statutory words statutory words	<b>Year 3</b> homophone mis- re- // spelt y proofreading statutory words	<b>Year 4</b> prefixes suffixes ei/eigh/ey statutory words	<b>Year 3</b> -ness -ful sub- tele- apostrophe ch/s/ss -ess -ly	<b>Year 4</b> gu words -ture apostrophe – plural possessive homophones statutory words	<b>Year 3</b> prefixes homophones proof reading statutory word list	<b>Year 4</b> prefixes - cian/sion/tion/l ssion statutory words	<b>Year 3</b> revise suffixes rare GPCs statutory words	<b>Year 4</b> statutory words	<b>Year 3</b> ou words dictation homophones proof reading statutory words	<b>Year 4</b> statutory words

This long term plan does not reflect planning for guided reading group skills or additional early processing skills for reading (teaching phonics and word recognition)