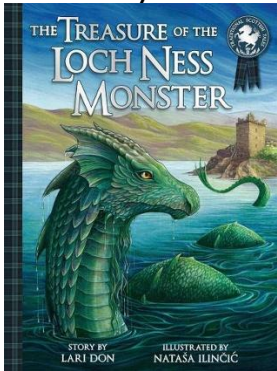
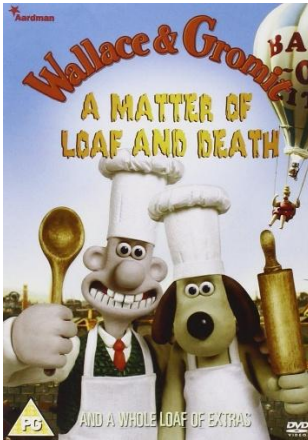
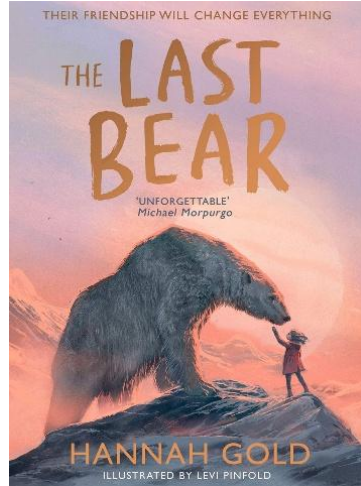


English Overview - Year 3/4

	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
CORE TEXT(s) or FILM PIECE	The Treasure of the Loch Ness Monster by Lari Don  Animated stories of 'The Family Ness'. No Such Thing as Nessie by Ghani McBrain and Kirsteen Harris-Jones	A Matter of Loaf and Death – Nick Parkes 	The Last Bear – Hannah Gold. 
NARRATIVE			
NARRATIVE – unit and skills	Adventure stories <u>Writing skills:</u> - Secure the use of full stops, capital letters and question marks. - Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were,	Stories with issues and/ or dilemmas. <u>Writing skills:</u> - Create complex sentences with adverb starters e.g. 'Silently trudging through the snow, Sam made his way up the mountain.' - Use inverted commas and other punctuation to indicate direct speech e.g. 'The tour guide	Stories on a theme. <u>Writing skills:</u> - Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. - Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.

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	I did instead of I done. She saw it instead of she seen it. • Proofread to check for errors in spelling, grammar and punctuation. Improve writing in light of evaluation. • Plan and write an opening paragraph which combines setting and character/s. • Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." • Create a range of sentences using fronted adverbials • Use commas to mark clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions. • To use and understand prefixes and suffixes.	<i>announced, "Be back here at four o' clock."</i> • Read and analyse narrative in order to plan and write their own versions. • Discuss and record ideas for planning e.g. <i>story mountain, story board, boxing-up.</i> • Develop characterisation using vocabulary to create atmosphere, suspense. • Plan and write an opening paragraph which combines the introduction of a setting and character(s). • Organise paragraphs in narrative. • Link ideas within paragraphs, e.g. <i>complex sentence with adverb starters.</i> • <i>Explore, identify and create complex sentences using a range of conjunctions.</i> • To use and understand prefixes and suffixes.	• Identify and discuss the purpose, audience, structure, vocabulary and grammar for non-fiction. • During and after composition, independently, edit and improve own writing by using different sentence structures. • Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where • Proofread to check for errors in spelling, grammar and punctuation. • Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s. • Explore, identify and create complex sentences using a range of conjunctions.
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Scaffolded Purpose	Purpose: To write a humorous story.	Purpose: To write a story based on a plot structure from text read with an issue/dilemma.	Purpose: To write a new story opening with a new character and setting.
Independent Purpose and Audience	Purpose: To write a new story for 'The Family Ness.' Audience: Read to peers in class.	Purpose: To write a new story based on a plot structure from text read with an issue/dilemma. Audience: To read to KSI class.	Purpose: To write a new story opening with an alternative character and setting. Audience: Read to another KS2 class.
<u>Narrative</u> Weekly short independent writing opportunities within the unit	• Diary entry • Letter • Prediction • Character profile • Review	• Diary • Letter • Prediction • Character description • quiz	• prediction • news report • diary entry • letter • dialogue
<u>Non-fiction</u>			
<u>Non-fiction</u> Unit and skills	Letters (persuasion) <u>Writing skills:</u> Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>In Year Three we have been researching the different foods which are healthy.</i> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, so, although.</i> Explore and identify main and subordinate clauses in complex sentences.	Biographies <u>Writing skills:</u> Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, after, before.</i> Discussing and recording ideas for planning. Grouping related material into paragraphs. Using headings and sub headings to organise information.	Information and Explanation Texts <u>Writing skills:</u> Prepare for research by identifying what is already known about the subject and key questions to structure the task. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. Record from a range of non-fiction texts. Discuss and record ideas for planning e.g. story mountain, text map, non-

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	Read and analyse letters in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of persuasive letters. Discuss and record ideas for planning. Group related material into paragraphs.		fiction bridge, story board, boxing-up text types to create a plan. Use paragraphs to organise writing in fiction and nonfiction texts. Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Use commas to mark clauses in complex sentences.
Scaffolded Purpose	Purpose: To write a letter to family, persuading them that the Loch Ness monster exists!	Purpose: To write a biography of a regional/local hero.	Purpose: To explain the impact of climate change on polar bears.
Independent Purpose and Audience	Purpose: To write a letter to the News paper, persuading them that the Loch Ness monster exists. Audience: To create a class book of letters.	Purpose: To write a new biography on a chosen person. Audience: Share with class.	Purpose: To explain the impact of climate change on a chosen animal. Audience: Share with Year 3.
Non-Fiction Weekly short independent writing opportunities within the unit	• New report • Diary • Book review • Mind maps • Fact page	• Short descriptive paragraphs • Note taking • Mind maps • News reports • Book reviews	• Descriptive paragraphs • Fact files • Mind maps • News report
Poetry			
Poetry	The Ballad of Nessie – poems that tell a story.	Poems with a structure- Haikus	Poems on a theme

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Unit and skills	<u>Writing skills:</u> • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. • Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. • Explore the use of rhyme in a poem.	<u>Writing skills:</u> ■ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. ■ Read and analyse poetry in order to plan and write their own. ■ Identify and discuss the purpose, audience and language structure in poetry for writing. ■ Generate and select from vocabulary banks appropriate to text type. ■ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ■ Discuss and propose changes with partners and in small groups. ■ Improve writing in light of evaluation. ■ Use appropriate intonation, tone and volume to present their writing to a range of audiences.	<u>Writing skills:</u> • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Use appropriate intonation, tone and volume to present their writing to a range of audiences. • Explore the use of rhyme in a poem. • Generate and select from vocabulary banks appropriate to text type.
Scaffolded Purpose	Purpose: To create a poem that tells a story.	Purpose: To write a haiku about a given topic.	Purpose: To write a short poem based upon climate change.
Independent Purpose and Audience	Purpose: To create a new poem that tells a story.	Purpose: To write a new haiku based on a chosen topic.	Purpose: To write a short poem based upon the effects to climate change.

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	Audience: To perform to an audience.	Audience: Record videos of poems to share with parents.	Audience: Perform to another KS2 class.
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