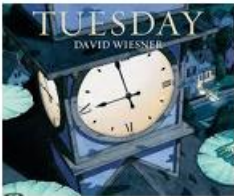
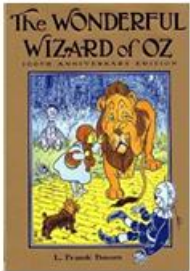
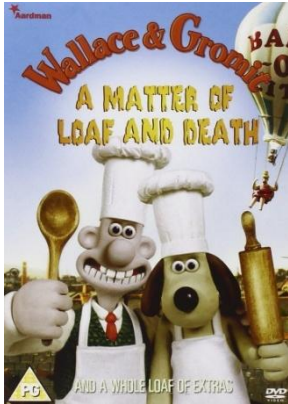
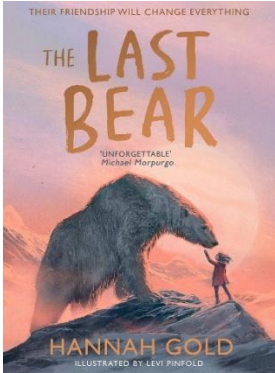


Quackers English Overview - Year 3/4

	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
CORE TEXT(s) or FILM PIECE	Tuesday – David Wiesner (Picture text) The Wonderful Wizard of Oz – L Frank Baum  	A Matter of Loaf and Death – Nick Parkes 	The Last Bear – Hannah Gold. 
NARRATIVE			
NARRATIVE – unit and skills	Setting description <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, I did instead of I done. She saw it instead of she seen it.	Stories with issues and/ or dilemmas. <u>Writing skills:</u> - Create complex sentences with adverb starters e.g. <i>'Silently trudging through the snow, Sam made his way up the mountain.'</i> - Use inverted commas and other punctuation to indicate direct speech e.g. <i>'The tour guide announced, "Be back here at four o' clock."'</i>	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. - Identify and discuss the purpose, audience, structure, vocabulary and grammar for non- fiction.

Quackers English Overview - Year 3/4

	• 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. • 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.	• 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.	• 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.
Scaffolded Purpose	Purpose: To write a setting description of Emerald City when Dorothy first arrives	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.

Quackers English Overview - Year 3/4

Independent Purpose and Audience	Purpose: to write a setting description of an innovated city when Dorothy first arrives Audience: Read to peers within class	Purpose: To write a new story based on a plot structure from text read with an issue/dilemma. Audience: To read to KS1 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	Newspaper report <u>Writing skills:</u> • Use perfect form of verbs • 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. • Read and analyse newspapers in order to plan and write their own.	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.	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-fiction bridge, story

Quackers English Overview - Year 3/4

	- Identify and discuss the purpose, audience, language and structures of persuasive letters. - Discuss and record ideas for planning. - Chunk related material into paragraphs. - Use inverted commas and other punctuation to indicate direct/indirect speech	Using headings and sub headings to organise information.	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 newspaper report based on the events featured in the book 'Tuesday'	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 newspaper report on the pigs visiting the town. Audience: Read newspaper reports to partners in class.	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 another class.
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

Quackers English Overview - Year 3/4

POETRY			
Poetry Unit and skills	'I don't like' Grammar poems – Joshua Seigal <u>Writing skills:</u> - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. - Features of KS2 Grammar - Word classes nouns/verbs/similes etc. - Use of commas - Exclamation marks - Apostrophes for contraction Form upper case and lower-case letters correctly	Poems with a structure- Haikus <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.	Poems on a theme <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.

Quackers English Overview - Year 3/4

Scaffolded Purpose	Purpose: To write a whole class 'I don't like' grammar poem	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 write an independent 'I don't like' grammar poem on chosen areas of grammar studied. Audience: Read aloud poems to peers in class	Purpose: To write a new haiku based on a chosen topic. Audience: Record videos of poems to share with parents.	Purpose: To write a short poem based upon the effects to climate change. Audience: Perform to another KS2 class.