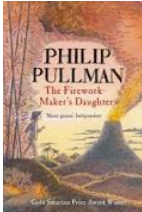




Term English overview

Year 3/4 Cycle A	Autumn		Spring		Summer	
	 <p>The Firework Maker's Daughter – Phillip Pullman</p>		 <p>Wolf's Story – Toby Forward Snow White in New York- Fiona French</p>		 <p>Odd and the frost giants – Neil Gaiman</p>	
	Fantasy chapter book		Traditional tales		Myths and Legends	
	Family Stereotypes Courage		Good overcoming evil Humility Stickability		Norse mythology Freindship Bravery	
Poetry	Performance poetry – Rap		Poet Study – Roger McGough		Theme Poetry – Monsters	
Independent Extended Writing A: 1 – 1.5 A4 Sp: 1 – 1.5 A4 S: 1.5 – 2 A4	<p>Y3 Narrative 1 – Description Create an innovated story build up using language choices that help create realistic sounding narratives e.g. shouted/muttered instead of said etc and some features from the toolkit.</p>	<p>Y4 Narrative 1 – Description Create an innovated story buildup using language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc and a range of features from the toolkit.</p>	<p>Y3 Narrative 2 - dialogue Create a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters. Dialogue –powerful speech verb e.g. "Hello," she whispered</p>	<p>Y4 Narrative 2- dialogue Create a five-part story with a strong dilemma: <ul style="list-style-type: none"> • direct speech to show character • develop characters through dialogue and action Fully punctuated speech verb + adverb - "Hello," she whispered, shyly.</p>	<p>Y3 Narrative 3 – characterisation Create a five-part story with a focus on paragraphing – use some features from the toolkit.</p>	<p>Y4 Narrative 3 – characterisation Create a five-part story with a focus on paragraphing – use some features from the toolkit.</p>
	<p>Y3 Recount 1 – diary/letter Write a first-person recount in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p>	<p>Y4 Recount 1 – diary Write a first-person recount in chronological order, using a range of year ¾ cohesive devices and questioning using direct speech.</p>	<p>Y3 Character description 1 Describe both the appearance and behaviour of a character using adverbial phrases to build a range of sentence structures and relative clauses to add detail. Adjectives are carefully chosen for effect.</p>	<p>Y4 Character description 1 Describe both the appearance and behaviour of a character using a range of sentence types. Adjectives are carefully chosen for effect and advanced adverbs such as (for example, still) are used.</p>	<p>Y3 Non chronological report 1 - paragraphs Create your own frost giant Create a report using an opening that hooks the reader, topic sentences to introduce paragraphs around a theme and a developed ending: Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment.</p>	<p>Y4 Non chronological report 1 Create your own frost giant (fire giant/crystal giant etc) Create a report using an opening that hooks the reader, developed use of topic sentences and information linked within paragraphs with a range of connectives. Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>

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	<p>Y3</p> <p>Instructions 1 -Create their own firework</p> <p>Create instructions using headings and subheadings to aid presentation. Time, place and cause expressed using conjunctions, adverbs or prepositions.</p>	<p>Y4</p> <p>Instructions 1</p> <p>Create their own firework...</p> <p>Create developed 5-part instructions using nouns, pronouns, and fronted adverbials.</p>	<p>Y3</p> <p>Recount 2 -newspaper report</p> <p>Create a newspaper report with simple organisational devices (factual style interviews, heading, subheading) and choose precise vocabulary to match formality</p>	<p>Y4</p> <p>Recount 2 -newspaper report</p> <p>Create a newspaper report. Use direct quotes, linking paragraphs together appropriately around a topic and rich vocabulary appropriate to theme.</p>	<p>Y3</p> <p>Create an advertisement using rhetorical questions and express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions.</p>	<p>Y4</p> <p>Persuasion 2 (poster)</p> <p>Create an advertisement focussing on how information should be best presented. Use exaggerated claims and a range of linguistic devices: Repetition to persuade e.g. Find us to find the fun and short sentences.</p>
	<p>Y3</p> <p>Setting description based on chapter 5 -link with narrative writing - complete as part of short burst innovation the setting</p>	<p>Y4</p> <p>Setting description based on chapter 5- link with narrative complete as part of short burst innovation the setting</p>	<p>Y3</p> <p>Book review 1</p> <p>Create a book review using subheadings to introduce each short paragraph and presenting opinions throughout the piece using power verbs to explain action and conjunctions to give detail.</p>	<p>Y4</p> <p>Book review 1</p> <p>Create a book review with a clear opening (summary of the text), a question to engage the reader and presenting opinions throughout the piece using a range of conjunctions. Advanced adverbs such as (for example, still) are used.</p>	<p>Y3</p> <p>Instructions 2</p> <p>As before but introduce sequenced parts – title; opening paragraph to introduce instructions; equipment list; method and a closing paragraph with 'top tip'.</p>	<p>Y4</p> <p>Instructions 2 – how to trap a ___ giant</p> <p>5 Clearly sequenced parts using a range of cohesive devices from the skill progression document.</p>