

English Long-Term Plan 2024-2025: Earth Works

Year 3/4 English Long-Term Plan: 2024-2025

| | Reading: decoding | Reading: comprehension | Writing: transcription | Writing: grammar, vocabulary and punctuation | Writing: composition | Assessments |
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| <p>Autumn 1 Topic: Invaders!</p> <p>Fiction: Fairy Tales: Descriptive Writing: Creating settings and characters <i>Grimm's Fairy Tales</i> - Jacob and Wilhelm Grimm <i>Into the Forest;</i> <i>Hansel and Gretel</i> - Anthony Browne</p> <p>Poetry: Take One Poet: Kate Wakeling <i>Moon Juice</i> <i>Cloud Soup</i></p> <p>Non-Fiction: Instructions <i>How to Build a Spaceship/How to Make a Planet</i> Using non-fiction texts as models, write instructions on how to make a model spaceship and how to make a planet.</p> <p>Class Novel: <i>The Terrible Thing That Happened To Barnaby Brocket</i> - John Boyne</p> | <p>Objectives throughout the year: *Read age appropriate books accurately and at speed. *Read a wider range of books for a range of purposes. *Read aloud with increasing fluency and expression; read silently. *Check that a text makes sense, discussing understanding and exploring the meaning of words in context.</p> <p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, fairy tales, poetry, instruction and non-fiction texts. Developing reading, comprehension and oral discussion skills.</p> <p>Shared Reading:</p> | <p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Discuss understanding of a text and the meaning of words in context. *Recognise a range of types of poetry and the conventions for different types of writing. *Develop skimming and scanning skills to retrieve information from a text. *Identify and summarise the main ideas from more than one paragraph. *Participate in discussions on texts, taking turns and listening to what others say. *Predict what might happen from details stated or implied. *Draw inferences, such as inferring characters' thoughts, feelings and motives; justify inferences with evidence from the text. *Give a personal response to a text with reasons for thoughts and feelings.</p> | <p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Identification of, and activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns: homophones; prefixes un- and dis-; prefixes mis- and re-; words ending in -sure and -ture.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p> | <p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Recognise and use different parts of speech appropriately: nouns, verbs, adjectives, adverbs, conjunctions, prepositions and pronouns. *Recognise and use different verb tenses including: simple past and present; past and present progressive; recognise and use the present perfect. *Identify main and subordinate clauses. *Use a growing range of subordinating conjunctions. *Express time, place and cause using a wide range of conjunctions, adverbs and prepositions. *Use fronted adverbials. *Recognise and use a variety of sentence types including simple, compound, complex. *Use a variety of more complex sentence openers.</p> <p>Punctuation: *Correctly and consistently use full stops, capital letters, exclamation marks and question marks. *Use apostrophes for contraction and possession, including plural possession.</p> | <p>Fiction: Fairy Tales: Descriptive Writing Create character and setting descriptions using a variety of stylistic features for purpose and effect. Poetry: Take One Poet: Kate Wakeling Explore the poetry of Kate Wakeling and create poems inspired by her work. Non-Fiction: Instructions <i>How to Build a Model Spaceship</i> and <i>How to Make a Planet</i>.</p> <p>Text structure and organization: *Organise ideas into paragraphs around a theme. *Begin to change paragraphs with increasing accuracy. *Clearly and appropriately structure a text for the genre.</p> <p>Composition and effect: *Plan writing by discussing and recording ideas using appropriate features and structure. *Recognise and use similes, alliteration, metaphors and personification. *Create and describe settings, characters, and plots. *Confidently use expanded noun phrases to describe and specify; expand noun phrases using a prepositional phrase.</p> | <p>Writing Assessments: Beginning of year Independent Write Character and setting descriptions Poetry Instructions</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments</p> <p>Reading Assessments: Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments</p> <p>Spoken Language Assessments: Reading own writing aloud to partner/group/class Poetry performance</p> |

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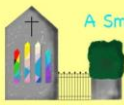
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| | <p>Class novel, read through daily <i>Share a Story</i> session. <i>Grimm's Fairy Tales Into the Forest</i> <i>Hansel and Gretel</i> Poems by Kate Wakeling Instruction texts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and perform. Take part in drama-based activities: hot-seating; conscience alley; freeze frame</p> | <p>*Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination. *Identify the setting of a text, explaining reasons. *Begin to identify, themes and conventions in texts. *Begin to make connections between texts.</p> | | <p>*Use full punctuation rules for direct speech. *Use commas to separate phrases and clauses, and after a fronted adverbial.</p> | <p>*Use a rich, varied and adventurous vocabulary in writing and choose words to create a desired effect. *Choose appropriate and powerful verbs to add variety and impact. *Evaluate, edit and proofread texts.</p> | |
| <p>Autumn 2 Topic: Invaders!</p> <p>Fiction: Narrative using tension and suspense <i>Wolves in the Walls</i> - Neil Gaiman</p> <p>Playscripts: Playscript scenes, dialogue <i>The Mousehole Cat</i> - Antonia Barber</p> <p>Non-Fiction: Non-chronological report:</p> | <p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, stories using tension/suspense, playscripts and non-fiction texts. Developing reading, comprehension and oral discussion skills.</p> <p>Shared Reading:</p> | <p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Discuss understanding of a text and the meaning of words in context. *Recognise the conventions for different types of writing. *Develop skimming and scanning skills to retrieve information from a text.</p> | <p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Earth Works' spelling programme based on National Curriculum requirements, including</p> | <p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units. Sentence structure: *Recognise and use different parts of speech appropriately: nouns, verbs, adjectives, adverbs, conjunctions, prepositions and pronouns. *Recognise and use different verb tenses including: simple past and present; past and present progressive; recognise and use the present perfect. *Identify main and subordinate clauses. *Use a growing range of subordinating conjunctions.</p> | <p>Writing Outcomes Fiction: Narrative using tension and suspense Use techniques to create tension and suspense and figurative techniques to write episodes from a scary story, inspired by <i>Wolves in the Walls</i>. Playscripts: Write a scene based on the folk tale, <i>The Mousehole Cat</i>. Perform a scene from a play. Non-Fiction: Non-chronological report Research and write a comparison of the lives of rich and poor citizens in Viking society, in the style of <i>Horrible Histories</i>.</p> | <p>Writing Assessments: Narrative using tension and suspense Scenes from a play Non-chronological report</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments</p> <p>Reading Assessments:</p> |

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| <p><i>Vicious Vikings</i> - Terry Deary Exploring the lives of rich and poor citizens in Viking society in the style of <i>Horrible Histories</i>.</p> <p>Class Novel: See note and list below*</p> | <p>Class novel, read through daily <i>Share a Story</i> sessions <i>Wolves in the Walls</i> <i>The Mousehole Cat</i> <i>Terrible Tudors</i> Non-fiction historical texts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Perform a playscript. Participate constructively in role plays and improvisations.</p> | <p>*Identify and summarise the main ideas from more than one paragraph. *Independently use the first 2 or 3 letters of a word to check its meaning and spelling in a dictionary. *Use a thesaurus to find synonyms to improve understanding and vocabulary. *Participate in discussions on texts. *Predict what might happen from details stated or implied. *Draw inferences, such as inferring characters' thoughts, feelings and motives; justify inferences with evidence from the text. *Give a personal response to a text with reasons for thoughts and feelings. *Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination. *Give reasons with supporting evidence for why the author has made particular language choices. *Show an understanding of some features that writers use to provoke readers' reactions.</p> | <p>spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns: words ending in -sure or -ture; adding -er, -est, -ly to adjectives and verbs ending in y; the prefixes in- and il-; the prefixes im- and in-.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p> | <p>*Express time, place and cause using a wide range of conjunctions, adverbs and prepositions. *Use fronted adverbials. *Recognise and use a variety of sentence types including simple, compound, complex. *Use a variety of more complex sentence openers.</p> <p>Punctuation: *Correctly and consistently use full stops, capital letters, exclamation marks and question marks. *Use apostrophes for contraction and possession, including plural possession. *Use full punctuation rules for direct speech. *Use commas to separate phrases and clauses, and after a fronted adverbial. *Use commas in a list and a colon to introduce the list.</p> | <p>Text structure and organization: *Organise ideas into paragraphs around a theme. *Begin to change paragraphs with increasing accuracy. *Use a wider range of simple devices to structure work. *Clearly and appropriately structure a text for the genre. *Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Composition and effect: *Plan writing by discussing and recording ideas using appropriate features and structure. *Use a rich, varied and adventurous vocabulary in writing and choose words to create a desired effect. *Confidently use expanded noun phrases to describe and specify; expand noun phrases using a prepositional phrase. *Recognise and use similes, alliteration, metaphors and personification. *Choose appropriate and powerful verbs to add variety and impact. *Create and describe settings, characters, and plots. *Write effective introductions and conclusions for fiction and non-fiction. *Evaluate, edit and proofread texts.</p> | <p>Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Taking part in drama-based activities: hot-seating; conscience alley; freeze frame</p> |
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| | | <p>*Identify the setting of a text, explaining reasons.</p> <p>*Make connections between two or more texts and begin to discuss similarities of themes and conventions, settings, plots and topics.</p> | | | | |
| <p>Spring 1 Topic: Remarkable Rainforests</p> <p>Fiction: Science Fiction: <i>The Iron Man</i> - Ted Hughes</p> <p>Poetry: Take One Poet: Valerie Bloom <i>Stars with Flaming Tails</i> Monologue and Conversation Poems Poetry by a variety of authors</p> <p>Non-Fiction: Formal and Informal Letters Writing letters in role as characters from <i>Cosmic</i> using formal and informal language.</p> <p>Class Novel: <i>Cosmic</i> - Frank Cottrell Boyce</p> | <p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including the class novel, poetry, science fiction and letters. Developing reading, comprehension and oral discussion skills.</p> <p>Shared Reading: Class novel, read through daily <i>Share a Story</i> sessions <i>The Iron Man</i> Poetry Formal and informal letters</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Prepare poems to read aloud and</p> | <p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Discuss understanding of a text and the meaning of words in context.</p> <p>*Recognise a range of types of poetry and the conventions for different types of writing.</p> <p>*Practise skimming and scanning skills to retrieve information from a text.</p> <p>*Retrieve and record information from non-fiction texts.</p> <p>*Confidently use contents pages and indexes to locate information.</p> <p>*Participate in discussions on texts, taking turns and listening to what others say.</p> <p>*Predict what might happen from details stated or implied.</p> | <p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Building stamina for writing. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns: adding the suffixes -ing -er and -ed to words; homophones; the prefixes tele- and sub-; words with the 'k' or 'sh' sound spelled ch. Dictation of sentences for handwriting and spelling to increase retention of</p> | <p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Recognise and use different parts of speech appropriately: nouns, verbs, adjectives, adverbs, conjunctions, prepositions and pronouns. *Recognise and use different verb tenses including: simple past and present; past and present progressive; recognise and use the present perfect. *Identify main and subordinate clauses. *Use a growing range of subordinating conjunctions. *Express time, place and cause using a wide range of conjunctions, adverbs and prepositions. *Use fronted adverbials. *Recognise and use a variety of sentence types including simple, compound, complex. *Use a variety of more complex sentence openers.</p> <p>Punctuation:</p> | <p>Writing Outcomes Science Fiction: Retell episodes from <i>The Iron Man</i> using figurative techniques and choosing words and layout for impact. Poetry: Take One Poet Explore the poetry of Valerie Bloom and create poems inspired by her work. Poetry: Monologue and Conversation Poems Read and discuss monologue and conversation poems and create a poem using one of these forms. Non-Fiction: Formal and Informal Letters Write letters in role as characters from <i>Cosmic</i> using formal and informal language.</p> <p>Text structure and organization: *Organise ideas into paragraphs around a theme. *Change paragraphs with increasing accuracy. *Use a wider range of simple devices to structure work. *Clearly and appropriately structure a text for the genre. *Write a well-structured story in five parts.</p> | <p>Writing Assessments: Retelling of episodes from <i>The Iron Man</i> Poems Formal and informal letters</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments</p> <p>Reading Assessments: Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Poetry performance Class poetry assembly</p> |



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| | <p>perform in a poetry assembly. Take part in drama-based activities: hot-seating; conscience alley; freeze frame</p> | <p>*Draw inferences, such as inferring characters' thoughts, feelings and motives; justify inferences with evidence from the text. *Give a personal response to a text with reasons for thoughts and feelings. *Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination. *Give reasons with supporting evidence for why the author has made particular language choices. *Show an understanding of some features that writers use to provoke readers' reactions. *Identify the setting of a text, explaining reasons. *Make connections between two or more texts and begin to discuss similarities of themes and conventions, settings, plots and topics.</p> | <p>spellings; fluency and speed of writing.</p> | <p>*Correctly and consistently use full stops, capital letters, exclamation marks and question marks. *Use apostrophes for contraction and possession, including plural possession. *Use full punctuation rules for direct speech. *Use commas to separate phrases and clauses, and after a fronted adverbial. *Use commas in a list and a colon to introduce the list.</p> | <p>*Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition. Composition and effect: *Plan writing by discussing and recording ideas using appropriate features and structure. *Use appropriate writing features for the task. *Use a rich, varied and adventurous vocabulary in writing and choose words to create a desired effect. *Confidently use expanded noun phrases to describe and specify; expand noun phrases using a prepositional phrase. *Recognise and use similes, alliteration, metaphors and personification. *Choose appropriate and powerful verbs to add variety and impact. *Create and describe settings, characters, and plots. *Write effective introductions and conclusions for fiction and non-fiction. *Evaluate, edit and proofread texts.</p> | |
| <p>Spring 2 Topic: Remarkable Rainforests Fiction: Myths: <i>The Adventures of Odysseus -</i></p> | <p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week. Guided Reading: Weekly activities exploring a variety of</p> | <p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities. *Practise skimming and scanning skills to</p> | <p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum.</p> | <p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units. Sentence structure: *Revise and use different parts of speech appropriately: nouns,</p> | <p>Fiction: Myths Write a new adventure for Odysseus. Non-fiction: Biography Write a biographical episode from <i>Boy</i>. Research and write a biography of a remarkable woman from history.</p> | <p>Writing Assessments: Myth Retelling of a biographical episode Biography Persuasive text</p> |

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| <p>Hugh Lupton <i>Greek Myths: The Iliad and the Odyssey</i> - Marcia Williams</p> <p>Non-Fiction: Biography: Extracts from <i>Boy</i> - Roald Dahl <i>Fantastically Great Women Who Made History</i>, <i>Fantastically Great Women Who Changed the World</i> - Kate Pankhurst <i>The Women Who Led the Way</i> - Mick Manning and Brita Granstrom</p> <p>Persuasive Writing: Using non-fiction texts, research and write a persuasive text on an issue relating to biodiversity/ rainforests.</p> <p>Class Novel: <i>See note and list below*</i></p> | <p>texts and extracts, including the class novel, biographies, and other non-fiction texts. Developing reading, comprehension and oral discussion skills.</p> <p>Shared Reading: Class novel, read through daily <i>Share a Story</i> sessions <i>Boy</i> <i>Fantastically Great Women Who Made History</i> <i>Fantastically Great Women Who Changed the World</i> <i>The Women Who Led the Way</i> <i>The Adventures of Odysseus</i> <i>The Iliad and the Odyssey</i> Persuasive texts Non-fiction texts</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Participate constructively in role plays, improvisations and debates.</p> | <p>retrieve information from a text. *Retrieve and record information from non-fiction texts. *Identify and summarise the main ideas from more than one paragraph. *Independently use the first 2 or 3 letters of a word to check its meaning and spelling in a dictionary. *Use a thesaurus to find synonyms to improve understanding and vocabulary. *Participate in discussions on texts. *Predict what might happen from details stated or implied. *Draw inferences, such as inferring characters' thoughts, feelings and motives; justify inferences with evidence from the text. *Give a personal response to a text with reasons for thoughts and feelings. *Discuss and explain the effect of particular words and phrases and how they capture the reader's interest and imagination. *Give reasons with supporting evidence for why the author has made particular language choices.</p> | <p>Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns:; adding the prefixes auto- and super-; adding the prefixes inter- and anti-; adding the suffix -ous; adding the suffixes -sion, -ssion.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p> | <p>verbs, adjectives, adverbs, conjunctions, prepositions and pronouns. *Revise and use different verb tenses including: simple past and present; past and present progressive; recognise and use the present perfect. *Revise and use main and subordinate clauses. *Use a growing range of subordinating conjunctions. *Express time, place and cause using a wide range of conjunctions, adverbs and prepositions. *Revise and use fronted adverbials. *Revise and use a variety of sentence types including simple, compound, complex. *Use a variety of more complex sentence openers.</p> <p>Punctuation: *Correctly and consistently use full stops, capital letters, exclamation marks and question marks. *Revise and use apostrophes for contraction and possession, including plural possession. *Revise and use full punctuation rules for direct speech. *Revise and use commas to separate phrases and clauses, and after a fronted adverbial. *Revise and use commas in a list and a colon to introduce the list.</p> | <p>Non-Fiction: Persuasive texts Research and write a persuasive text on biodiversity and rainforests.</p> <p>Text structure and organization: *Organise ideas into paragraphs around a theme. *Change paragraphs with increasing accuracy. *Use a wider range of simple devices to structure work. *Clearly and appropriately structure a text for the genre. *Write a well-structured story in five parts. *Revise and use nouns or pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Composition and effect: *Plan writing by discussing and recording ideas using appropriate features and structure. *Use appropriate writing features for the task. *Use a rich, varied and adventurous vocabulary in writing and choose words to create a desired effect. *Confidently use expanded noun phrases to describe and specify; expand noun phrases using a prepositional phrase. *Revise and use similes, alliteration, metaphors and personification. *Revise and use appropriate and powerful verbs to add variety and impact.</p> | <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments</p> <p>Reading Assessments: Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities Comprehension assessments</p> <p>Spoken Language Assessments: Reading own writing aloud to group/class Taking part in drama-based activities: hot-seating; conscience alley; freeze frame</p> |
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| | | <p>*Show an understanding of some features that writers use to provoke readers' reactions.</p> <p>*Identify the setting of a text, explaining reasons.</p> <p>*Make connections between two or more texts and begin to discuss similarities of themes and conventions, settings, plots and topics.</p> | | | <p>*Create and describe settings, characters, and plots.</p> <p>*Write effective introductions and conclusions for fiction and non-fiction.</p> <p>*Evaluate, edit and proofread texts.</p> | |
| <p>Summer 1 Topic: Roman Britain</p> <p>Poetry: Narrative Poems: <i>Flannan Isle</i> - Wilfred Wilson Gibson <i>Jabberwocky</i> - Lewis Carroll</p> <p>Non-Fiction: Newspaper Report: <i>The Flannan Isle Mystery</i></p> <p>Class Novel: <i>See note and list below*</i></p> | <p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including narrative poems and historical news reports. Developing reading, and oral discussion skills; revising comprehension skills.</p> <p>Shared Reading: Class novel, read through daily <i>Share a Story</i> sessions <i>Flannan Isle</i> <i>Jabberwocky</i></p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class.</p> | <p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Revision of retrieval and inference skills and other reading objectives, as identified by AfL.</p> <p>*Activities to support class and individual reading targets.</p> | <p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on Year 3 or Year 4 focus statutory words. Spelling patterns: adding the suffixes -cian and -tian; adding the suffix -ation; adding the suffix -ly; words ending in -gue and -que.</p> <p>Dictation of sentences for handwriting and spelling to</p> | <p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revision of sentence objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Punctuation: *Revision of punctuation objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> | <p>Poetry: Narrative Poems Write and perform a short narrative poem inspired by <i>Flannan Isle</i>.</p> <p>Non-Fiction: Newspaper Reports Write a newspaper report on <i>The Flannan Isle Mystery</i>.</p> <p>Text structure and organization: *Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Composition and effect: *Revision of composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> | <p>Writing Assessments: Narrative poem Newspaper report</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments</p> <p>Reading Assessments: Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p>Spoken Language Assessment: Reading own writing aloud to group/class Poetry performance</p> |

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| | Prepare poems to read aloud and perform. | | increase retention of spellings; fluency and speed of writing. | | | |
| <p>Summer 2 Topic: Roman Britain</p> <p>Fiction: Take One Book: <i>There's a Boy in the Girls' Bathroom</i> - Louis Sachar</p> <p>Character Description (first person) Bradley Chalkers describes himself</p> <p>Contemporary Narrative: Dilemma Creating and resolving a dilemma for characters from the novel.</p> <p>Non-Fiction: Reviews: Write a review of <i>There's a Boy in the Girls' Bathroom</i> Write a review of a favourite book and recommend it to peers.</p> <p>Class Novel: <i>There's a Boy in the Girls' Bathroom</i> - Louis Sachar</p> | <p>Individual Reading: 1-1 reading 2x a week. <i>Accelerated Reader</i> sessions 3x a week.</p> <p>Guided Reading: Weekly activities exploring a variety of texts and extracts, including <i>There's a Boy in the Girls' Bathroom</i>. Developing reading, and oral discussion skills; revising comprehension skills.</p> <p>Shared Reading: Class novel, read through daily <i>Share a Story</i> sessions Reviews</p> <p>Reading aloud/ Performance: Read own writing aloud to a partner, group or the whole class. Take part in drama-based activities: hot-seating; conscience alley. Recommend a favourite book to peers. Perform in end of year production.</p> | <p>Explore and discuss a variety of texts, including the class novel and texts met in Shared and Guided Reading activities.</p> <p>*Revision of retrieval and inference skills and other reading objectives, as identified by AfL.</p> <p>*Activities to support class and individual reading targets.</p> | <p>Handwriting: Handwriting practice through spelling, vocabulary and writing activities to produce neat, joined, fluent and consistent handwriting across the curriculum. Activities to support, individual handwriting targets.</p> <p>Spelling: Weekly spelling activities and assessments following Earth Works' spelling programme based on National Curriculum requirements, including spelling patterns and statutory word lists, with groups working on revising Year 3 or Year 4 focus statutory words. Spelling patterns: words with the 's' sound spelled 'sc'; words with the 'ay' sound spelled 'ey', 'ei', or 'eigh'; the 'i' sound spelled y; words with the 'u' sound spelled ou. Revision of statutory words and personal spelling lists</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spellings; fluency and speed of writing.</p> | <p>Vocabulary: *Word of the Day activities to explore vocabulary relevant to shared texts, history, geography or science units.</p> <p>Sentence structure: *Revision of sentence objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Punctuation: *Revision of punctuation objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> | <p>Fiction: Character and setting description Write a character description of Bradley Chalkers in the first person.</p> <p>Contemporary Narrative: Dilemma Write a story creating and resolving a dilemma for characters from the class novel.</p> <p>Non-Fiction: Reviews Write a book review of <i>There's a Boy in the Girls' Bathroom</i>; write and present a recommendation of a favourite book.</p> <p>Text structure and organization: *Revision of structure and organization objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> <p>Composition and effect: *Revision of composition and effect objectives, as identified by AfL.</p> <p>*Activities to support class and individual targets.</p> | <p>Writing Assessments: Character description Dilemma narrative Book Review</p> <p>Spelling, Grammar and Punctuation Assessments: Weekly spelling tests Grammar and punctuation assessments</p> <p>Reading Assessments: Informal assessment whilst reading to an adult <i>Accelerated Reader</i> quizzes and reports Guided reading activities</p> <p>Spoken Language Assessment: Reading own writing aloud to group/class Taking part in drama-based activities: hot-seating; conscience alley; freeze frame Taking part in end of year production</p> |

English Long-Term Plan 2024-2025: Earth Works

NB Further opportunities for extended writing in a variety of non-fiction genres e.g., recounts, explanation, discussion and procedural texts will be provided across the curriculum, particularly in history, geography and science lessons.

***Class Novels and Share a Story**

Our class novel will be read daily to all KS2 children during our *Share a Story* session at the end of the school day. We will sometimes also share and discuss poetry during this time. Our first novel will be *The Terrible Thing That Happened To Barnaby Rooker* by John Boyne. We will then read novels chosen from the following list, including *Cosmic* by Frank Cottrell Boyce and ending with *The Boy in the Girls' Bathroom* by Louis Sachar. Novels will feature a variety of genres, classic and contemporary texts, and authors from diverse backgrounds.

Novels

The Secret Garden - Francis Hodgson Burnett

Swallows and Amazons - Arthur Ransome

Charlotte's Web - E.B. White

The Terrible Thing That Happened To Barnaby Rooker - John Boyne

The Nowhere Emporium - Ross Mackenzie

The Girl of Ink and Stars - Kiran Millwood Hargrave

The Wolves of Willoughby Chase - Joan Aiken

Beetle Boy - M.G. Leonard

The London Eye Mystery - Siobhan Dowd

The Glorious Race of Magical Beasts - Alex Bell

The Boy at the Back of the Class - Onjali Rauf

Cosmic - Frank Cottrell Boyce

The Boy in the Girls' Bathroom - Louis Sachar

Poetry

Poems from a Green and Blue Planet - Sabrina Mahfouz (ed.)

Life Doesn't Frighten Me - Maya Angelou

The Works - Pie Corbett (ed.)

The Lost Spells - Robert Macfarlane