



English Long-term planner LKS2 Cycle B



Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
Autumn	4.9.23	Into the Forest	Jemmy Button		Podkin		Podkin		
					Non-Fiction (Geography- Life across the Atlantic)				
	6.11.23	Flood	The Lion the Witch and the Wardrobe		Snow Dragon		Look Closely Haiku poems (3 days)		
Spring	8.1.24	The Man Who Walked	Manfish		Windrush Child				
	19.2.24	How to Train Your Dragon			Julius Caesar				
How to Train Your Dragon		How to Train Your Dragon							
Summer	15.4.24	The Pied Piper	Charlie and the Chocolate Factory		Charlie and the Chocolate Factory				
			Non-Fiction (Europe)						
	3.6.24	Egyptology	Leon and the Place Between		Fantastic Beasts & Where to Find them				
Focus	Narrative			Non-Fiction			Poetry		

English Curriculum - Writing outcomes LKS2- Cycle B

LKS2 15 core Text- Cycle B	Term	Entertain	Persuade	Explain/Discuss	Inform
1. Flood- Alvaro F Villa 2.Podkin- Kieron Yarwood 3.Snow Dragon Vivien French 4.Charlie and the Chocolate Factory- Roald Dahl 5. The Man Who Walked - Mordicai Gerstein 6.Leon and the Place Between- Graham Baker Smith 7.Fantastic Beasts and Where to Find Them - JK Rowling	Autumn	1 Into the forest Lost narrative Podkin-Adventure Narrative	Non-Fiction: -Why you should go their chosen place in South America- not a leaflet- just a short piece		Jemmy Button: Letter to inform
		2 Flood- Disaster story The Lion the Witch and the Wardrobe- Character and Setting descriptions Look Closely- Haiku- Write own Christmas Haiku			Snow Dragon-Non chronological report
8. Julius Caesar - William Shakespeare 9.The Pied Piper- Michael Morpurgo 10.Into the Forest- Anthony Browne 11.How to Train your Dragon- Cressida Cowell 12.Manfish- Jennifer Berne 13. The Lion the Witch and the Wardrobe- CS Lewis	Spring	1 The Man Who Walked: Eye-Witness recount of what happened Windrush Child-Free Verse Poetry			Manfish: Jacques Cousteau Biography
		2 How to Train your Dragon- 1. Dragon description 2. Short narrative with speech Julius Caesar: Narrative description			How to train your Dragon- Instructions: How to train a dragon
14. Egyptology- Dugald Steer 15. Jemmy Button- Alix Barzelay <u>Poetry</u> Windrush child-Free Verse Poetry Look Closely- Haiku <u>Non-Fiction linked to curriculum</u> Egyptians America Greece	Summer	1 The Pied Piper Narrative- own traditional story Charlie & the Chocolate Factory; Blog about one of the children who won a ticket.	Non-Fiction- Persuasive leaflet- Greece/ Place in Europe		
		2 Leon & the Place Between- Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy Fantastic Beasts & Where to find them- Beast from the book character description		Egyptology- Podcast/ Vlog prose- explaining an element of Egyptian life- each group do something different and come together as a whole class Egyptology.	Fantastic Beasts & Where to find them- Own Beast entry to the book.

LKS2 Reading Overview

Terminology	Root word/ prefix/ suffix/ theme/ convention/ intonation/ tone/ volume/ action/ rehearse/ perform/ present	Word	Throughout Year 3 & 4 focus on reviewing set 3 sounds phonics through RWI speed sounds sessions Appendix 1 NC root words/ prefixes and suffixes (etymology/ morphology) to understand the meaning of words. Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. Use a dictionary to check the meaning of words that I have read
Oracy	Orally retell some/ parts of known stories, including fairy stories, myths/ legends and traditional tales. Read aloud and perform poems and play scripts, showing understanding through intonation, tone, volume and action Ask questions to improve their understanding of the text Participate in discussions about books that are read to me and those that I read for myself		
Skills/ strategies	<ul style="list-style-type: none"> • Locate and discuss words/ pre taught vocabulary to discuss what a text is about. • Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. • Drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. • In non-fiction, know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Different purposes of texts/ organisation of texts/ features • Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part. • Read the Y3/4 word list fluently. 		
Comprehension	<ul style="list-style-type: none"> • Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks for a range of purposes.: Opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. • Participate in discussion about both books that are read to them and those they can read themselves. • Discuss words and phrases that capture the reader's interest and imagination • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Identify themes and conventions in a wide range of books 		

Key focus and end points for each term

(It is expected that all of these objectives are taught each term and then consolidated and embedded in each subsequent term)

Word

I can read aloud and apply my knowledge of root words, to use prefixes and suffixes to understand the meaning of unfamiliar words.

I can read a wide range of exception words and understand what makes them unusual (eg: varied grapheme -ough for uff sound.)

I can use a dictionary to check the meaning of words that I have read

Comprehension

I can draw inferences from events and characters' actions/ feelings/ thoughts/ motives and speech and justify them with evidence from the text (PJ) 2d

Identify themes and conventions (the things in the books that make it that genre (E.g horror) in a wide range of books 2f

Recognise some different forms of poetry and discuss the differences (free verse, narrative, structured/ rhyming)

Check that the text makes sense to them, discussing their understanding and explain the meanings of words in context 2a

Retrieve and record information from a wide range of texts- fiction/nonfiction/ poetry by beginning to use skimming and scanning techniques 2b

Make predictions on the basis of what is stated and implied in a text 2e

Identify the main ideas from more than one paragraph and summarise these 2c

Discuss words and phrases and say why they help to capture the readers imagination and interest 2g

Identify how language, structure and presentation contributes to meaning 2f

Recognise how structure and presentation of non- fiction helps the reader understand 2f

Make comparisons between stories of a wide range of fiction, nonfiction, poetry and plays- comparing characters within them 2h

Oracy

Orally retell some/ parts of known stories, including fairy stories, myths/ legends and traditional tales.

Read aloud and perform poems and play scripts, showing understanding through intonation, tone, volume and action

Ask questions to improve their understanding of the text

Participate in discussions about books that are read to me and those that I read for myself

LKS2 Writing Overview

Transcription

All word level writing is covered through our spelling scheme- this is mapped out across the cycles on a separate document. It is taught every day for 15 minutes
Handwriting is also taught via our letter join scheme- it is taught every day.

Key focus and end points for each term

(It is expected that all of these objectives are taught each term and then consolidated and embedded in each subsequent term)

English Writing Years 3 and 4

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters.

Understand which letters, when adjacent to one another, are best left un-joined.

Increase the legibility, consistency and quality of my handwriting. *(all letters are the correct size and all downwards strokes equal; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)*

Spelling

Spell words with prefixes and understand how to add them to root words. *(form nouns using super, anti, auto)*

Use the first two or three letters of a word to check its spelling in a dictionary.

Place the possessive apostrophe accurately in words with regular plurals *[girls', boys']* and in words with irregular plurals. *[children's]*

Spell words with a range of suffixes and understand how to add them to root words. *(-ation, ous, ion, ian)(-ent, -ness, -ful, -ly, -less, -es, s)*

Recognise and spell additional homophones. *(he'll/heel/heal)*

Spell most common exception words- Set 2/3 red words.

Spell words from Year 3 and 4 word list- see separate document.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

When teaching a unit of writing it is expected that the composition elements will be taught from planning, discussion, drafting and editing. Dependent on the type of writing outcome and time allocated teachers may decide that they are going to focus on one or two elements of composition to develop the children's understanding of that in more depth. We teach all the Y3 and Y4 Grammar and Punctuation objectives.

Plan by discussing writing similar to that which is being planned to write in order to understand and learn from its structure, vocabulary and grammar.

Discuss and record ideas *(planning document/ mind map/ list etc)*

Evaluate and edit writing by assessing the effectiveness and suggesting improvements

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. *(E.g.: tenses - inc present perfect/subordinate clauses/ co-ordinating conjunctions)*

	Open paragraphs with topic sentences and organise them around a theme. (<i>Boxing up method independently; five part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them/ 1 paragraph per plot point</i>)
	Write narratives by creating characters, settings and plot.
	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences (<i>Accurate use of pronouns instead of overuse of the/ names in sentences/tense</i>)
	Write a non-narrative using simple organisational devices such as headings and sub-headings.
	Proof-read for spelling and punctuation errors (<i>'I forgot to put the comma after a fronted adverbial'; realise the spelling of probably is wrong</i>)
Grammar & Punctuation	Use a range of sentences with more than one clause- subordination and co- ordination. <i>subordination and co- ordination. (when, if, because, although)</i>
	Use present perfect form of verbs instead of past tense. (<i>I have finished/ She has walked</i>)
	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	Use fronted adverbials and a comma afterwards.
	Expressing time, place and cause using conjunctions (<i>when, before, after, while, so, because</i>), adverbs (<i>then, next, soon, therefore</i>), or prepositions. (<i>before, after, during, in, because of</i>)
	Use punctuation in direct speech, including inverted commas and a comma after the reporting clause.
	Use correct standard English: We were not we was/ I was not I were/ I did not I done
	Use the correct article 'a' or 'an'. (<i>An article is a type of determiner</i>)
	Use the plural -s and the possessive s. <i>The girls played on the park. The girl's house was over there.</i>)
	Expand noun phrases with modifying adjectives and prepositional phrases. (<i>The man- expanded to- The weak, frail man sat on the hospital bench.</i>)
	Indicate possession by using the possessive apostrophe with plural nouns. (<i>The girl's jumper.</i>) (<i>The cars' wheels.</i>)
	Use conjunctions, adverbs and prepositions to express time and cause. (<i>the next thing, next, soon, so, before, after, during, in, because of</i>)