

## Year 3/4 Summer EVEN YEARS

TERM/ TOPIC	SUMMER 1 -NATURAL DISASTERS	SUMMER 2 -NATURAL DISASTERS
Unit	1B - Issues and Dilemmas 2A - Authors and Letters	1B- Information Texts 4B- Stories with Historical Settings
Core texts	The Butterfly Lion – Michael Morpurgo	Escape to Pompeii -Christina Balit
Range of writing outcomes	Newspaper report Instructions Letter home Role on wall Diary writing Wanted poster	Setting description Instructions Recount Story writing Fact file/ Report
Unit objectives	<ul style="list-style-type: none"> <li>✓ Narratives and retellings are written in first or third person /past tense</li> <li>✓ Events are sequenced chronologically through the use of adverbials and prepositions</li> <li>✓ Dialogue begins to be used to convey characters' thoughts and to move the narrative forward</li> <li>✓ Language choices help create realistic- sounding narrative</li> <li>✓ Present perfect form of verbs can be used within dialogue or a character's thoughts</li> <li>✓ Inverted commas used to punctuate direct speech/using a new line, new speaker.</li> <li>✓ Verbs and adverbs should be chosen for effect</li> <li>✓ Descriptions, including those of settings, are developed through the use of adverbials</li> <li>✓ Paragraphs are useful for organising the narrative into logical sections</li> <li>✓ Fronted adverbials used for time, manner &amp; place with the use of comma</li> <li>✓ The use of conjunctions/prepositions</li> <li>✓ Noun phrases can be used to create effective descriptions, e.g. The deep, dark woods</li> </ul>	<ul style="list-style-type: none"> <li>✓ Third person and present tense</li> <li>✓ Questions can be used to form titles</li> <li>✓ Use of conjunctions/ prepositions</li> <li>✓ Layout devices such as heading, subheadings, columns, bullets</li> <li>✓ Specific use of vocabulary</li> <li>✓ Adjectives and specifically comparative adjectives</li> <li>✓ Determiners – some, most, few, many</li> <li>✓ Sections organised around a theme with topic sentences and next sentence follow on</li> <li>✓ Clauses – main and subordinate clauses used at the beginning of a sentences</li> <li>✓ Using a range of sentence structures</li> <li>✓ Reported and direct speech</li> </ul>
Outcomes	<p><b>Authors and Letters</b></p> <ul style="list-style-type: none"> <li>✓ Explain why they like books by a particular author.</li> <li>✓ Identify the key features of different types of letters.</li> <li>✓ Write a letter for a specific purpose and audience.</li> </ul> <p><b>Issues and Dilemmas</b></p> <ul style="list-style-type: none"> <li>✓ Identify key features of stories.</li> <li>✓ Explain reasons why a character has behaved in a particular way.</li> <li>✓ Identify how the author engages the reader and maintains interest.</li> <li>✓ Recount an incident from a story maintaining a first-person viewpoint.</li> <li>✓ Plan an extended narrative using the key features of the text-type.</li> <li>✓ Write an extended story with logically sequenced events and a resolution.</li> </ul>	<p><b>Information Texts</b></p> <ul style="list-style-type: none"> <li>✓ Find a key word using an index and then locate the relevant information on a page.</li> <li>✓ Demonstrate understanding by noting the main points.</li> <li>✓ Recognise the structure and language features of a non-chronological report.</li> <li>✓ Collate information from reading more than one source</li> <li>✓ Fill out brief notes into connected prose.</li> <li>✓ Present it in the form of a non-chronological report, using precise language, commas for lists and presentational features such as headings, subheadings and labelled diagrams.</li> </ul> <p><b>Historical Settings</b></p> <ul style="list-style-type: none"> <li>✓ Read stories with a historical setting and find evidence about the time period.</li> <li>✓ Write character sketches using evidence deduced from the text.</li> <li>✓ Recognise the stages in a story and the way that events are linked.</li> <li>✓ Identify powerful verbs in a text and talk about their function.</li> <li>✓ Plan a story with a clear structure including a build-up, climax or conflict, and resolution.</li> <li>✓ Conjunctions, adverbs and prepositions to show changes time/ place/ sequenced events.</li> <li>✓ Write a complete narrative with their ideas organised into paragraphs.</li> </ul>
Composition	<p><b>Children should be taught to:</b></p> <p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>✓ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>✓ Discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>✓ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>✓ Organising paragraphs around a theme</li> <li>✓ In narratives, creating settings, characters and plot</li> <li>✓ In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>✓ Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>✓ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>✓ Proof-read for spelling and punctuation errors</li> <li>✓ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	

Grammar	<p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>✓ Using the present perfect form of verbs in contrast to the past tense</li> <li>✓ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>✓ Using conjunctions, adverbs and prepositions to express time and cause</li> <li>✓ Using fronted adverbials</li> </ul> <p><b><u>Indicate grammatical and other features by:</u></b></p> <ul style="list-style-type: none"> <li>✓ Using commas after fronted adverbials</li> <li>✓ Indicating possession by using the possessive apostrophe with plural nouns</li> <li>✓ Using and punctuating direct speech</li> </ul> <p><b><u>Year 3 specific:</u></b></p> <ul style="list-style-type: none"> <li>✓ Use conjunctions to express time, place and cause – when, before while, so because, adverbs – then, soon, prepositions – before, after, during, in, because of, next</li> <li>✓ Using determiners, a and an correctly</li> <li>✓ Use heading and subheadings</li> <li>✓ Use the present perfect form</li> <li>✓ Begin to use inverted commas for direct speech</li> <li>✓ Use clauses and subordinate clauses.</li> </ul> <p><b><u>Year 4 specific:</u></b></p> <ul style="list-style-type: none"> <li>✓ Use expanded noun phrases with adjectives and prepositions</li> <li>✓ Use fronted adverbials punctuated correctly</li> <li>✓ Use of paragraphs to organise ideas around a theme</li> <li>✓ Use pronouns and nouns to avoid repetition</li> <li>✓ Punctuate direct speech correctly</li> <li>✓ Identify and use determiners</li> </ul>				
Content NC Appendix 2	<p><b><u>Word</u></b> Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>] <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>	<p><b><u>Sentence</u></b> Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>	<p><b><u>Text</u></b> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p><b><u>Punctuation</u></b> Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<p><b><u>Terminology</u></b> adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>
Handwriting	<p><b><u>Expectation by the end of Year 3 and 4:</u></b></p> <ul style="list-style-type: none"> <li>✓ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>✓ Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>				