

Year 3/4 SUMMER ODD YEARS

TERM/ TOPIC	SUMMER 1 - WATER OF LIFE	SUMMER 2 - WATER OF LIFE
Unit	3A - Non- Fiction - Persuasion 1B- Issues and dilemmas 2B - Exploring form – poetry	2B - Non-fiction Persuasion 3A- Explanation
Core texts	The Spider and the Fly – Tony DiTerlizzi Traction Man - Mini Grey	The Hoverbike – Clip Cracking contractions – Wallace and Grommet -turning on the TV clip. Cat Contraction – explanation text.
Range of writing outcomes	Write and plan and ending to a dilemma Character description Setting description Create slogans Persuasive posters	Adverts Radio/tv script Explanation texts
Unit objectives	<ul style="list-style-type: none"> ✓ Listen to and use technical terms in poems including: similes, metaphors, alliteration and repetition ✓ Conjunctions ✓ Expanded noun phrases /adjectives used for effect ✓ Written in the first or third person ✓ Written in the past tense, occasionally these are told in the present tense ✓ Dialogue is used to convey characters’ thoughts and to move the narrative forward ✓ Language choices help create realistic sounding narrative. ✓ The third person and past tense are used. This can include the past progressive ✓ Standard English forms of verb inflections are used instead of local spoken forms ✓ Fronted adverbials can be used, these should be punctuated using a comma ✓ Cohesion can also be created, and repetition avoided through the use of nouns/pronouns ✓ Paragraphs are useful for organising the narrative into logical sections ✓ Conjunctions ✓ Apostrophes can be used to indicate plural possession e.g. the girls’ names 	<ul style="list-style-type: none"> ✓ Present tense ✓ Questions can be used to form titles with the use of question marks ✓ Use of adverbs, conjunctions, prepositions ✓ Use of nouns and pronouns to avoid repetition ✓ Fronted adverbials ✓ Layout devices such as heading, subheadings, columns, bullet points ✓ Paragraphs around a theme and sequenced carefully ✓ Rhetorical questions ✓ Coordinating and subordinating conjunctions – use of if ✓ Second person for appealing to the reader
Outcomes	<p><u>Exploring form</u></p> <ul style="list-style-type: none"> ✓ Listen for and use some technical terms in discussion of poems. ✓ Understand how the use of expressive and descriptive language can create effects or generate emotional responses. ✓ Experiment orally with phrases and words to create different effects and responses. ✓ Listen for and use some technical terms in discussion of poems. <p><u>Issues and dilemmas</u></p> <ul style="list-style-type: none"> ✓ Identify key features of stories. ✓ Explain reasons why a character has behaved in a particular way. ✓ Identify how the author engages the reader and maintains interest. ✓ Recount an incident from a story maintaining a first-person viewpoint. ✓ Plan an extended narrative using the key features of the text-type. ✓ Write an extended story with logically sequenced events and a resolution. 	<p><u>Persuasion</u></p> <ul style="list-style-type: none"> ✓ Express personal opinions to compare and contrast a range of texts using evidence from the text to support their opinion. ✓ Identify key language features in persuasive texts. ✓ Write a persuasive text using a range of simple conjunctions. <p><u>Explanation</u></p> <ul style="list-style-type: none"> ✓ Use their knowledge of the organisational features of explanation texts to find information quickly. ✓ Use examples of explanation texts to identify key features: the purpose, structure, language features and presentational features. ✓ Explain how ideas are developed in an explanation text. ✓ Recognise the structure and language features of an explanation in oral explanations. ✓ Orally explain a process or answer to a question using language features of the text-type. ✓ Use information collected from reading more than one source and present it in the form of an explanation text. ✓ Write an explanation text from a diagrammatic plan, using the conventions of the text-type
Composition	<p><u>Children should be taught to:</u></p> <p><u>Plan writing by:</u></p> <ul style="list-style-type: none"> ✓ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ✓ Discussing and recording ideas <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> ✓ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ✓ Organising paragraphs around a theme ✓ In narratives, creating settings, characters and plot 	

	<ul style="list-style-type: none"> ✓ In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ✓ Assessing the effectiveness of their own and others’ writing and suggesting improvements ✓ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ✓ Proof-read for spelling and punctuation errors ✓ 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 						
Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ✓ Using the present perfect form of verbs in contrast to the past tense ✓ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ✓ Using conjunctions, adverbs and prepositions to express time and cause ✓ Using fronted adverbials <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ✓ Using commas after fronted adverbials ✓ Indicating possession by using the possessive apostrophe with plural nouns ✓ Using and punctuating direct speech <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 3 specific:</p> <ul style="list-style-type: none"> ✓ Use conjunctions to express time, place and cause – when, before while, so because, adverbs – then, soon, prepositions – before, after, during, in, because of, next ✓ Using determiners, a and an correctly ✓ Use heading and subheadings ✓ Use the present perfect form ✓ Begin to use inverted commas for direct speech ✓ Use clauses and subordinate clauses. </td> <td style="width: 50%; vertical-align: top;"> <p>Year 4 specific:</p> <ul style="list-style-type: none"> ✓ Use expanded noun phrases with adjectives and prepositions ✓ Use fronted adverbials punctuated correctly ✓ Use of paragraphs to organise ideas around a theme ✓ Use pronouns and nouns to avoid repetition ✓ Punctuate direct speech correctly ✓ Identify and use determiners </td> </tr> </table>					<p>Year 3 specific:</p> <ul style="list-style-type: none"> ✓ Use conjunctions to express time, place and cause – when, before while, so because, adverbs – then, soon, prepositions – before, after, during, in, because of, next ✓ Using determiners, a and an correctly ✓ Use heading and subheadings ✓ Use the present perfect form ✓ Begin to use inverted commas for direct speech ✓ Use clauses and subordinate clauses. 	<p>Year 4 specific:</p> <ul style="list-style-type: none"> ✓ Use expanded noun phrases with adjectives and prepositions ✓ Use fronted adverbials punctuated correctly ✓ Use of paragraphs to organise ideas around a theme ✓ Use pronouns and nouns to avoid repetition ✓ Punctuate direct speech correctly ✓ Identify and use determiners
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Content NC Appendix 2	<p>Word</p> <p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, 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>Sentence</p> <p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>	<p>Text</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs 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>Punctuation</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Terminology</p> <p>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>Expectation by the end of Year 3 and 4:</p> <ul style="list-style-type: none"> ✓ 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 ✓ 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] 						