



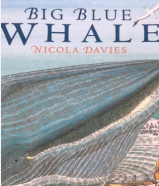

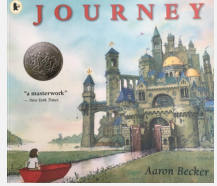

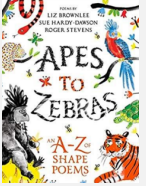


# English Long-Term Planning - Two -year cycle



## Red Year – Lower Key Stage Two

Year 3 / 4	Autumn Term	Spring Term	Summer Term
<p style="color: red; font-weight: bold;">English Cycle B</p>	<div style="text-align: center;">    </div> <p><b>Recount: letter in role</b> <i>Seal Surfer</i> by Michael Foreman</p> <p><b>Writing outcome:</b> To write a letter from the boy to his grandfather telling him about the events he has missed. Greater depth writing outcome: To write a letter from Grandad in response to one of his grandson's letters.</p> <ul style="list-style-type: none"> <li>● Write in the first person</li> <li>● Use apostrophe in contractions</li> <li>● Provide detail through use of prepositions to express time, place and cause</li> <li>● Use a variety of sentence forms including statements and questions</li> <li>● Write in consistent past and present tense including progressive forms</li> <li>● Use some future tense verbs</li> <li>● Use layout and structure of a letter</li> <li>● Ensure chronological order to explain sequence of events</li> </ul> <p><b>Yr 3 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>● Prepositions to express time, place and cause</li> <li>● Paragraphs</li> <li>● Inverted commas for direct speech</li> </ul> <p><b>Yr 4 Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>● Expanded noun phrases</li> <li>● Fronted adverbials followed by commas</li> <li>● Paragraphs</li> </ul>	<div style="text-align: center;">    </div> <p><b>Fiction: fantasy</b> <i>Winter's Child</i> by Graham Baker-Smith</p> <p><b>Writing outcome:</b> To write a fantasy story based on a fable Greater depth writing outcome: To write from a different point of view</p> <ul style="list-style-type: none"> <li>● Use small details to describe characters</li> <li>● Include a setting to create atmosphere</li> <li>● Sequence events to follow the structure of the model story.</li> <li>● Write an opening paragraph and further paragraphs for each stage</li> <li>● Create dialogue between characters that shows their relationship with each other</li> <li>● Use 3rd person consistently</li> <li>● Use tenses appropriately</li> </ul> <p><b>Yr 3 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>● Conjunctions and adverbs to express time, place and cause</li> <li>● A or an</li> <li>● Inverted commas to punctuate direct speech</li> </ul> <p><b>Yr 4 Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>● Conjunctions</li> <li>● Standard English forms for verb inflections</li> </ul>	<div style="text-align: center;">    </div> <p><b>Fiction: adventure text</b> <i>Journey</i> by Aaron Becker</p> <p><b>Writing outcome:</b> Write an adventure story based on Journey using the language of Berlie Doherty Greater depth writing outcome: Include a new setting route to lead from one place to another</p> <ul style="list-style-type: none"> <li>● Use small details to describe characters</li> <li>● Include a setting to create atmosphere</li> <li>● Sequence of events to follow the structure of the model story</li> <li>● Write an opening paragraph and further paragraphs for each stage</li> <li>● Create dialogue between characters that shows their relationship with each other</li> <li>● Use 3rd person consistently</li> <li>● Use tenses appropriately</li> </ul> <p><b>Yr 3 Grammar and Punctuation::</b></p> <ul style="list-style-type: none"> <li>● Present perfect verbs and past tense</li> <li>● Prepositions, conjunctions and adverbs to express time, place and cause</li> <li>● A or an</li> <li>● Paragraphs</li> <li>● Consolidate punctuation</li> </ul> <p><b>Yr 4 Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>● Present and past tense including progressive and present perfect forms</li> <li>● Possessive apostrophe for plural nouns</li> </ul>

- Inverted commas for direct speech

**Poetry: 5 couplet poem**

*Dance With Me*  
*The Garden year* by S Coleridge  
*Autumn's Begun* by A J Roma  
*Frost* by V Bloom

**Writing outcome:** To write and perform a 5-couplet poem about winter, based on the structure of *Sing to Me, Autumn*. Greater depth writing outcome: Pupils should follow the same structure but ensure syllables per line are consistent throughout the poem.

- Use language with increasing effect
- Repeated patterns
- Experiment with simple forms

**Recount: diary**

*Leon and the Place Between* by Graham Baker-Smith  
**Writing outcome :** To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy  
 Greater depth writing outcome: To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in 'the place between'

- Use small details to describe characters
- Establish the setting in the first line
- Include a setting to create atmosphere
- Use imagery for description
- Use 1st or 3rd person consistently
- Use tenses appropriately
- Sequence story and use paragraphs

**Yr 3 Grammar and punctuation:**

- Conjunctions and adverbs to express time, place and cause
- Apostrophes for possessive singular

**Yr 4 Grammar and punctuation:**

- Conjunctions
- Standard English forms for verb inflections
- Possessive apostrophe for plural nouns
- Plural and possessive 's'

- Inverted commas to punctuate direct speech

**Poetry: Dinka poem**

*The Magnificent Bull from the Dinka tribe*

**Writing outcome:** To write and perform a poem celebrating the blue whale in the style of a Dinka poem.

Greater depth writing outcome: Pupils should follow the same structure but ensure syllables per line echo the original poem.

- Create similes

**Information text**

*Big Blue Whale* by Nicola Davies

**Writing outcome:** Write a persuasive informative article about whales for the protection of the blue whale  
 Greater depth writing outcome: Include a fact file about other endangered sea creatures

- Use persuasive language e.g. alliteration, repetition, rhetorical questions
- Write in logical order
- Use 2nd person or 3rd person to talk directly to the reader
- Use short sentences to emphasise
- Select organizational features e.g. opening statement, sub-headings, captions, strategically
- organised paragraphs, closing statement

**Yr 3 Grammar and Punctuation:**

- Varied sentence structures
- Adverbs to express time, place and clause
- Headings and subheadings
- Consolidate punctuation

**Yr 4 Grammar and Punctuation:**

- Expanded noun phrases
- Varied sentence structures
- Nouns and pronouns to avoid repetition

**Poetry: Concrete poetry**

*The Shape I'm In* by James Carter  
 Multiple poems from 'Apes to Zebras: an A-Z of shape poems'

**Writing outcome:** To write a concrete poem about a giraffe  
 Greater depth writing outcome: Pupils should reflect the part of the giraffe's body in the content of the line

- Use language with increasing effect

**Persuasion: leaflet**

*Zeraffa Giraffa* by Dianne Hoffmeyer




**Writing outcome:**  
 Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris  
 Greater depth writing outcome:  
 To write the guide as above including a section of a researched Paris landmark

**Yr 3 Grammar and Punctuation:**

- Varied sentence structures
- Present and past tense including progressive and present perfect forms
- Headings and subheadings
- Consolidate punctuation

**Yr 4 Grammar and Punctuation:**



- Varied sentence structures
- Varied verb forms
- Paragraphs
- Plural and possessive 's'

		<ul style="list-style-type: none"> <li>• Possessive apostrophe for plural nouns</li> <li>• Plural and possessive 's'.</li> </ul>	
<b>Reading</b>  <b>Comprehension</b> <b>VIPERS</b>	Reading Sam Wu is afraid of the dark by Kevin and Katy Tsang  Stage 4 Comprehension plus unit Poetry: Firework Night (WCR - Literacy Shed Classic Poetry)	Reading The Lion, The Witch and The Wardrobe by C S Lewis (class story and some WCR) Once in a Lifetime (WCR - Literacy Shed Plus film VIPERS) Poetry: My Shadow ((WCR - Literacy Shed Classic Poetry)	Reading Secrets of a Sun King by Emma Carroll (class story and some WCR) Poetry: The Listeners (WCR - Literacy Shed Classic Poetry) Home Sweet Home (WCR - Literacy Shed Plus film VIPERS) A Pharoaly Big Deal (WCR - Literacy Shed Stage 4 Comprehension plus unit)
<b>Year 3</b> <b>Spelling</b> 	Stage 3  Steps 1 to 12	Stage 3  Steps 13 to 24	Stage 3  Steps 25 to 36
<b>Year 4</b> <b>Spelling</b> 	Stage 4  Steps 1 to 12	Stage 4  Steps 13 to 24	Stage 4  Steps 25 to 36
<b>Handwriting</b> 	<a href="http://www.letterjoin.co.uk">www.letterjoin.co.uk</a> Year 3: Module 4 Year 4: Module 5		




## English Long-Term Planning - Two -year cycle



### BLUE Year Lower Key Stage Two

Year 3 / 4	Autumn Term	Spring Term	Summer Term
<p>English Cycle B</p>  <p>Pathways to Write</p>  <p>THE LITERACY COMPANY</p>	<p><b>Fiction: historical narrative</b> <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p><b>Writing outcome:</b> Write a story set in the Stone Age Greater depth writing outcome: Write from the point of view of a person from the Stone Age</p> <ul style="list-style-type: none"> <li>Write in the first person</li> <li>Use apostrophe in contractions</li> <li>Provide detail through use of prepositions to express time, place and cause</li> <li>Use a variety of sentence forms including statements and questions</li> <li>Write in consistent past and present tense including progressive forms</li> <li>Use some future tense verbs</li> <li>Use layout and structure of a letter</li> <li>Ensure chronological order to explain sequence of events</li> </ul> <p><b>Yr 3 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Form nouns with a range of prefixes</li> <li>Present and past tense including progressive and present perfect forms</li> <li>Paragraphs</li> <li>Inverted commas for direct speech</li> </ul>	<p><b>Fiction: adventure story</b> <i>When the Giant Stirred</i> by Celia Godkin</p> <p><b>Writing outcome:</b> To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story Greater depth writing outcome: To write the story from the mountain God's point of view</p> <ul style="list-style-type: none"> <li>Use small details to describe characters</li> <li>Include a setting to create atmosphere</li> <li>Sequence events to follow the structure of the model story.</li> <li>Write an opening paragraph and further paragraphs for each stage</li> <li>Create dialogue between characters that shows their relationship with each other</li> <li>Use 3rd person consistently</li> <li>Use tenses appropriately</li> </ul> <p><b>Yr 3 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Varied sentence structures</li> <li>Adverbs to express time, place and cause</li> <li>Nouns and pronouns to avoid repetition</li> <li>Inverted commas for direct speech</li> </ul> <p><b>Yr 4 Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Varied sentence structures</li> </ul>	<p><b>Fiction: fantasy story</b> <i>Gorilla</i> by Anthony Browne</p> <p><b>Writing outcome:</b> To write a narrative based on the story of 'Gorilla' Greater depth writing outcome: To write the narrative from the animal's viewpoint and include some speech</p> <ul style="list-style-type: none"> <li>Use small details to describe characters</li> <li>Include a setting to create atmosphere</li> <li>Sequence of events to follow the structure of the model story</li> <li>Write an opening paragraph and further paragraphs for each stage</li> <li>Create dialogue between characters that shows their relationship with each other</li> <li>Use 3rd person consistently</li> <li>Use tenses appropriately</li> </ul> <p><b>Yr 3 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Prepositions to express time, place and cause</li> <li>Paragraphs</li> <li>Inverted commas for direct speech</li> </ul> <p><b>Yr 4 Grammar and Punctuation (Mastery Keys)::</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials followed by commas</li> <li>Paragraphs</li> </ul>

	<p><b>Yr 4 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Present and past tense including progressive and present perfect forms</li> <li>• Standard English forms for verb inflections</li> <li>• Paragraphs</li> <li>• Inverted commas for direct speech</li> </ul> <p><b>Poetry: List poem</b>  <i>The Lost Lost-Property Office by Roger McGough</i>  <i>Words are Ours by Michael Rosen</i>  <b>Writing outcome:</b> To write a group list poem based on 'The Lost Lost-Property Office' by Roger McGough and perform Greater depth writing outcome: Write in couplets or change the setting of the poem eg 'Under the bed' or 'The back of the drawer'</p> <ul style="list-style-type: none"> <li>• Use language with increasing effect</li> <li>• Repeated patterns</li> <li>• Experiment with simple forms</li> </ul> <p><b>Non-chronological report</b>  <i>Where the Forest Meets the Sea by Jeannie Baker</i>  <i>100 facts – Rainforests by Miles Kelly</i>  <b>Writing outcome :</b> To make a zoo information board for a rainforest exhibit Greater depth writing outcome: Include an interactive element such as a voiceover for a short video:</p> <ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Establish the setting in the first line</li> <li>• Include a setting to create atmosphere</li> <li>• Use imagery for description</li> <li>• Use 1st or 3rd person consistently</li> <li>• Use tenses appropriately</li> <li>• Sequence story and use paragraphs</li> </ul> <p><b>Yr 3 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>• A or an</li> <li>• Paragraphs</li> <li>• Headings and subheadings</li> <li>• Apostrophes for possession (singular)</li> </ul> <p><b>Yr 4 Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Nouns and pronouns to avoid repetition</li> <li>• Inverted commas for direct speech</li> <li>• Fronted adverbials followed by commas</li> </ul> <p><b>Poetry: Free verse, personal narrative poem</b>  <i>Windrush Child by John Agard</i></p> <p><b>Writing outcome::</b> To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.  Greater depth writing outcome: Write a similar poem with freedom to change the structure and include feelings vocabulary.</p> <ul style="list-style-type: none"> <li>• Use language with increasing effect</li> <li>• Similes to create imagery</li> </ul> <p><b>Fiction: historical narrative</b>  <i>Escape from Pompeii by Christina Balit</i></p> <p><b>Writing outcome:</b> Write the story from the point of view of one of the children Greater depth writing outcome: Write from the point of view of the captain</p> <p><b>Yr 3 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Present and past tense including progressive and present perfect forms</li> <li>• Paragraphs</li> <li>• Inverted commas for direct speech</li> </ul> <p><b>Yr 4 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Correct use of verb forms to show tense including progressive and present perfect</li> <li>• Standard English forms for verb inflections</li> <li>• Paragraphs</li> <li>• Inverted command for direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas for direct speech</li> </ul> <p><b>Poetry: Haiku</b>  <i>Four Haikus by Arakida Moritake (as found in 'I am the seed')</i></p> <p><b>Writing outcome:</b> To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga Greater depth writing outcome: To write individual Haiku as above, extend these to make the Tanka form and perhaps continue to link several to make Renga of their own</p> <ul style="list-style-type: none"> <li>• Use language with increasing effect</li> <li>• Repeated patterns</li> <li>• Experiment with simple forms</li> </ul> <p><b>Letter and explanation</b>  <i>Blue John by Berlie Doherty</i></p> <p><b>Writing outcome:</b>  Write an explanation about cave formation including diagrams  Greater depth writing outcome: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination</p> <p><b>Yr 3 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structures</li> <li>• Present and past tense including progressive and present perfect forms</li> <li>• Paragraphs</li> <li>• Consolidate punctuation</li> </ul> <p><b>Yr 4 Grammar and Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structures</li> <li>• Varied verb forms</li> <li>• Paragraphs</li> <li>• Plural and possessive 's'</li> </ul>
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	<ul style="list-style-type: none"> <li>• Apostrophe for possession (singular and plural)</li> </ul>		
<p><b>Reading</b></p> <p><b>Comprehension VIPERS</b></p>	<p><b>Reading</b></p> <p>Stig of the Dump by Clive King (WCR and class story)</p> <p>The Great Cave by Terry Deary (class story)</p> <p>The Amazon River (WCR - Literacy Shed Stage 4 Comprehension plus unit)</p> <p><i>The Black Hat (WCR - Literacy Shed Plus film VIPERS)</i></p> <p><i>The Catch (WCR - Literacy Shed Plus film VIPERS)</i></p>	<p><b>Reading</b></p> <p>Pompei: A Roman Girl's Diary by Sue Reid (class story)</p> <p>Volcanoes (WCR - Literacy Shed Stage 4 Comprehension plus unit)</p> <p>The Romans (WCR - Literacy Shed Stage 4 Comprehension plus unit)</p> <p>Escape from Pompeii (WCR)</p> <p><i>Maybe use in future but didn't use 2023/24:</i></p> <p>The Pebble in My Pocket (WCR)</p>	<p><b>Reading</b></p> <p>Iron Man by Ted Hughes (WCR)</p> <p>Poetry: The Jumbies (WCR - Literacy Shed Classic Poetry)</p> <p>Poetry: The Eagle and The Crocodile (WCR - Literacy Shed Classic Poetry)</p> <p>The One and Only Ivan by Katherine Applegate (class story)</p>
<p><b>Year 3 Spelling</b></p> <p></p>	<p>Stage 3</p> <p>Steps 1 to 12</p>	<p>Stage 3</p> <p>Steps 13 to 24</p>	<p>Stage 3</p> <p>Steps 25 to 36</p>
<p><b>Year 4 Spelling</b></p> <p></p>	<p>Stage 4</p> <p>Steps 1 to 12</p>	<p>Stage 4</p> <p>Steps 13 to 24</p>	<p>Stage 4</p> <p>Steps 25 to 36</p>
<p><b>Handwriting</b></p> <p></p>	<p><a href="http://www.letterjoin.co.uk">www.letterjoin.co.uk</a></p> <p>Year 3: Module 4</p> <p>Year 4: Module 5</p>		