



**Five Stones Learning Federation**  
**Writing Long Term Plan Year 3/4**

Autumn 1	Spring 1	Summer 1
<b>Entertain</b> - Narrative - 2 weeks <b>Entertain</b> - Poetry (Recite) - 1 week <b>Inform</b> - Letters - 2 week <b>Entertain</b> - Narrative - 2 weeks  (7 Weeks)	<b>Inform</b> - Instructions - 1 week <b>Entertain</b> - Poetry (Recite) - 1 week <b>Inform</b> - Journalistic Writing - 2 weeks <b>Entertain</b> - Narrative - 2 weeks  (6 Weeks)	<b>Inform</b> - Biography - 2 weeks <b>Inform</b> - Information text - 2 weeks <b>Entertain</b> - Description - 1 week  (5 Weeks)
Autumn 2	Spring 2	Summer 2
<b>Inform</b> - Recount - Diary entry - 2 weeks <b>Entertain</b> - Poetry (Recite) - 1 week <b>Persuade</b> - Persuasive Letter - 2 week <b>Entertain</b> - Narrative - 2 weeks  (8 Weeks)	<b>Inform</b> - Explanation text - 2 weeks <b>Entertain</b> - Narrative - 2 weeks <b>Persuade</b> - Advertising / Poster - 2 weeks  (6 Weeks)	<b>Entertain</b> - Narrative - 2 weeks <b>Inform</b> - Letters - 2 weeks <b>Persuade</b> - Advertising - 2 weeks <b>Entertain</b> - Poetry (Recite) - 1 week  (7 Weeks)

Purpose of writing:		
To Entertain:	To Persuade:	To inform:
<ul style="list-style-type: none"> <li>Description: characters and settings</li> <li>Narrative: myths, other cultures, fantasy, adventure, historical settings</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Advertising</li> <li>Speech</li> <li>Letter</li> <li>Poster</li> </ul>	<ul style="list-style-type: none"> <li>Explanation text</li> <li>Recounts</li> <li>Letters</li> <li>Biography</li> <li>Journalistic writing</li> </ul>



**Five Stones Learning Federation**  
**English Flow of the Week**



Day	
<b>Monday</b>	<b>Comprehension:</b> Discrete comprehension lesson focusing of the skill <b>KS1</b> - Share stories and ask questions
<b>Tuesday</b>	<b>Features of the text:</b> Share the features of the text type along with the purpose of writing. Share the example text. Add the features to your display.
<b>Wednesday</b>	<b>Suggested lesson focus:</b>  <b>Grammar</b> - A grammar lesson focused on the requirements of the text.  <b>VCOP</b> - A grammar lesson suggesting vocabulary, conjunctions, varied openers and punctuation.
<b>Thursday</b>	<b>Suggested lesson focus:</b>  <b>Grammar</b> - A grammar lesson focused on the requirements of the text.  <b>VCOP</b> - A grammar lesson suggesting vocabulary, conjunctions, varied openers and punctuation.  <b>Improve</b> - Improve a section of the teachers work trying o include features and the grammar link
<b>Friday</b>	<b>Write a section</b> - Eg. An introduction, a beginning, a ending to a given story.
<b>Monday</b>	<b>Plan:</b> Teacher models parts of a plan and then he children create their own. <b>KS1</b> - Class plan would be sufficient
<b>Tuesday</b>	<b>Big Write</b> - Children to write the text using the plan, features and previous grammar lessons <b>KS1 and KS2 Autumn term</b> - Teacher model writing some and then children write and then repeat.
<b>Wednesday</b>	<b>Big Write</b> - Children to write the text using the plan, features and previous grammar lessons <b>KS1 and KS2 Autumn term</b> - Teacher model writing some and then children write and then repeat.
<b>Thursday</b>	<b>Improve</b> - Children to improve a section of the text including the next steps. Alternatively, children can write the next section of their work. <b>KS1</b> - children improve sentences created by the teacher related to the text.
<b>Friday</b>	<b>Comprehension:</b> Discrete comprehension lesson focusing on the skill <b>KS1</b> - Share stories and ask questions



**Five Stones Learning Federation  
Grammar Term Plan Year 3/4**

Autumn 1	Spring 1	Summer 1
<p>Capital Letters and basic punctuation- <b>1 week</b>            Verbs (doing verbs) - <b>1 week</b>            Adverbs - <b>1 week</b>            Fronted adverbials / Adverbial Phrases - <b>1 weeks</b>            Nouns (common, proper, collective) - <b>1 week</b>            Determiners (articles and possessives) - <b>1 week</b>            Noun phrases - <b>1 week</b></p> <p>(7 Weeks)</p>	<p>Suffixes ( -ly -ation) - <b>1 week</b>            Subordinating conjunctions - complex sentences - <b>2 weeks</b>            Apostrophes for contraction - <b>1 week</b>            Apostrophes for possession - <b>2 weeks</b></p> <p>(6 Weeks)</p>	<p>Spelling rule (- sure or -ture and -ous) - <b>2 weeks</b>            Speech (Inverted commas) - <b>2 weeks</b>            Subordinating conjunctions - complex sentences - <b>1 week</b></p> <p>(5 Weeks)</p>
Autumn 2	Spring 2	Summer 2
<p>Prefixes (il, im, ir, re, sub, inter, super, anti, auto) - <b>2 weeks</b>            Co-ordinating conjunctions - compound sentences - <b>1 week</b>            Subordinating conjunctions - complex sentences - <b>2 weeks</b>            Apostrophes for contraction - <b>2 weeks</b>            Commas in lists - <b>1 week</b></p> <p>End of term word type expectations. Children to underline in the following sentences: <i>doing verbs including (is, was and were) nouns, determiners, adverbs, adjectives</i></p> <p>(8 Weeks)</p>	<p>Spelling rule (-tion, -ssion, -cian, sion) - <b>2 weeks</b>            Noun phrases - <b>1 week</b>            Prepositions - <b>1 week</b>            Adverbs, Adverbials and fronted adverbials - <b>2 weeks</b></p> <p>End of term word type expectations. Children to underline in the following sentences: <i>doing verbs, nouns, determiners, adverbs, adjectives, subordinating conjunctions, co-ordinating conjunctions</i></p> <p>(6 weeks)</p>	<p>Sentence types (simple, complex, compound) - <b>2 weeks</b>            Adverbials- <b>1 week</b>            Expanded Noun phrases - <b>1 week</b>            Speech - <b>1 week</b>            Apostrophes - <b>1 week</b>            Questions - <b>1 week</b></p> <p>End of term word type expectations. Children to underline in the following sentences: <i>doing verbs, nouns, determiners, adverbs, adjectives, subordinating conjunctions, co-ordinating conjunctions, prepositions</i></p> <p>(7 Weeks)</p>

**Five Stones Learning Federation**  
**Reading comprehension Long Term Plan Year 3/4**

Autumn 1	Spring 1	Summer 1
<p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (non-fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (non-fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (poetry- 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2a - give / explain the meaning of words in context (non-fiction - 1 week)</p> <p>(7 weeks)</p>	<p>2b - Retrieve and record information / identify key details (non-fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (non-fiction)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction - 1 week)</p> <p>(6 weeks)</p>	<p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (non-fiction - 1 week)</p> <p>2g - identify / explain how meaning is enhanced through choice of words and phrases (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (poetry- 1 week)</p> <p>(5 weeks)</p>
Autumn 2	Spring 2	Summer 2
<p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2b - Retrieve and record information / identify key details (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (non-fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (non-fiction 1 week)</p> <p>(8 weeks)</p>	<p>2e - predict what might happen from details stated and implied (fiction)</p> <p>2e - predict what might happen from details stated and implied (poetry)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (non-fiction - 1 week)</p> <p>2h - make comparisons within the text (fiction 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>(6 weeks)</p>	<p>2h - make comparisons within the text (poetry - 1 week)</p> <p>2d - make inferences from the text / explain and justify inferences with evidence from the text (fiction - 1 week)</p> <p>2a - give / explain the meaning of words in context (fiction 1 week)</p> <p>2e - predict what might happen from details stated and implied (fiction 1 week)</p> <p>2g - identify / explain how meaning is enhanced through choice of words and phrases (non-fiction - 1 week)</p> <p>2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (fiction - 1 week)</p> <p>2c - summarise main ideas from more than one paragraph (fiction - 1 week)</p> <p>(7 weeks)</p>



## Year 3/4 - Books to be covered in Shared Reading Sessions or as a class read

Every half term each class should read: **a specific text type, an award winner, Learn a poem to recite and Read sections of non-fiction**

Autumn 1	Spring 1	Summer 1
<b>Complexity of the Narrator:</b> Choose at least one of the following Max and the Millions - Ross Montgomery - 272 pages The Case of the Lost Boy - Dori Hillestad Butler - 124 pages Toys Go Out - Emily Jenkins - 117 pages Woof - Allan Ahlberg - 160 pages	<b>Archaic:</b> Choose at least one of the following A Bear Called Paddington - Michael Bond - 160 pages The Velveteen Rabbit - Margery Williams - 48 pages The Emperor's New Clothes - Hans Christian Anderson - 26 pages The Little Match Girl - Hans Christian Anderson - 54 pages Pippi Longstocking - Astrid Lindgren - 144 pages	<b>Resistant Texts:</b> Choose at least one of the following Cloud Busting - Malorie Blackman - 176 pages The Mysteries of Harris Burdick - Chris Van Allsburg - 32 pages
<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids.com">lovereading4kids</a>	<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids.com">lovereading4kids</a>	<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids.com">lovereading4kids</a>
The Boy At The Back Of The Class - Onjali Rauf - 256 pages (Blue Peter award 2019) The skylarks War - Hilary McKay - 320 pages (Costa award 18)	The Wizards of Once - Cress Cowell - 480 pages (Blue Peter 2018) The Light Jar - Lisa Thompson - 304 pages (SL chn book award 19)	Dead Man's Cove - Lauren St. John - 224 pages (Blue Peter 2011) The Middler - K Applebaum - 256 pages (Branford Boase Award 20)
<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform
How Doth the Little Crocodile - Lewis Carroll - 1865 Dream Variations - Langston Hughes - 1926	Catch a Little Rhyme - Eve Merriam - 1999 There Was a Young Lady Whose Nose and There Was an Old Man With a Beard - Edward Lear - 1920	Something Told the Wild Geese - Rachel Field - 1920 From a railway carriage - Robert Louis Stevenson - 1884
<b>Non Fiction:</b> Books that contain facts (Use extracts)	<b>Non Fiction:</b> Books that contain facts (Use extracts)	<b>Non Fiction:</b> Books that contain facts (Use extracts)
The Book of time - Kathrin Koller	The London Underground: 50 things to see and do - Vicky Pipe	You can save the planet - 101 ways you can make a difference - J A Wines
Autumn 2	Spring 2	Summer 2
<b>Non-Linear Time Sequences:</b> Choose at least one of the following Fortunately the Milk - Neil Gaiman - 160 pages Dominic Grows Sweetcorn - Mandy Ross - 32 pages The Legend of Captain Crow's Teeth - Eoin Culfer - 112 pages The Butterfly Lion - Michael Morpurgo - 128 pages Farm Boy - Michael Morpurgo - 112 pages	<b>Complexity of Plot/Symbol:</b> Choose at least one of the following Love That Dog - Sharon Creech - 112 pages The Molehouse Cat - Antonia Barber - 40 pages The Iron Man - Ted Hughes - 80 pages The Tunnel - Anthony Browne - 32 pages	<b>Complexity of the Narrator:</b> Choose at least one of the following 5 Realms: Legend of Podkin One-Ear - Keiran Larwood - 288 pages The Witches - Roald Dahl - 224 pages The World According to Humphrey - Betty G. Bimey - 160 pages Nim's Island - Wendy Orr - 128 pages
<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids.com">lovereading4kids</a>	<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids.com">lovereading4kids</a>	<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids.com">lovereading4kids</a>
Asha and the Spirit bird - J. Bilan - 288 pages (Costa award 19) The Space we're in - K Balen - 304 pages (Branford Boase Award 20)	The house with chicken legs - S Anderson - 336 pages (SL Blue Peter 19) The Land of never endings - Kate Saunders - 336 pages (lovereading 17)	The children of Castle Rock - Natasha Farrant - 320 pages (UKLA19) Sky Dancer - Gill Lewis - 272 pages - (UKLA19)
<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform
Ducks Ditty - Kenneth Grahame - 1908 Walking with my Iguana - Brian Moses - 2000	Topsy Turvy World - William Brightly Rands - 1871 Please Mrs Butler - Allan Ahlberg - 1983	You Are Old Father William - Lewis Carroll - 1865 Life doesn't frighten me - Maya Angelou - 1993
<b>Non Fiction:</b> Books that contain facts (Use extracts)	<b>Non Fiction:</b> Books that contain facts (Use extracts)	<b>Non Fiction:</b> Books that contain facts (Use extracts)

Work it Girl - Mae Jemison	Flower Power: The magic of nature's healers - Christine Paxman	The National Trust - 50 things you should do before you're 11 $\frac{3}{4}$ - Tom Percival

Year 3 Chapter book selection		Featured author: Philip Reeve	
The Way of the Wolf - Smriti Prasad-Halls			
Me and Mister P - Maria Farrer			
Yours Sincerely, Giraffe - Megumi Iwasa			
The Stone Age Hunters, Gatherers - Marcia Williams			
The Cat Tales: Ice Cat - Linda Newbery			
The Battle of Bubble and Squeak - Philippa Pearce			
Wigglesbottom Primary: The Shark in the Pool - Pamela Butchart			
The Abominables: - Eva Ibbotson			
Jinks and O'Hare Funfair Repair - Philip Reeve			
Cakes in Space - Philip Reeve			
Easy Peasy Awesome Pawsome Dog Training for Kids - Steve Mann			
Puga of the Frozen North - Philip Reeve			



**Five Stones Learning Federation Year 3 and 4 Chapter books**



*The expectation is that the class teacher has knowledge of these texts and can engage in book talk with the children. Opportunities should be created for the children to discuss the different texts.*

<b>Year 4 Chapter book selection</b>	<b>Featured author: Philip Pullman</b>
How to Train Your Dragon - Cressida Cowell	
Curiosity The story of a Mars Rover - Marus Motum	
I was a Rat! Or, The Scarlett Slippers - Philip Pullman	
A Story Like the Wind - Gil Lewis	
Firework-Maker's Daughter - Philip Pullman	
Why the Whales Came - Michael Morpurgo	
Perry Angel's Suitcase - Glenda Milard	
Bill's New Frock - Anne Fine	
Jemmy Button: - Alix Barzelay	
Adrian Adams and the Cheese Nightmares - Paul Howard	
The Way to the impossible Island - Sophie Kirtly	
The Girl who stole an Elephant - Nirzana Farook	