

English medium-term plan: Year 3/ 4 autumn/ spring/summer2 2025

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| Text (s) | Rain player, Maya creation story, The Chocolate Tree | | |
| Links to wider curriculum | History, geography | | |
| Reading outcomes | Choral/whole class reading | | |
| Writing outcomes | Diamante poem, Setting description, rules/instructional, myths and legends | | |
| National curriculum objectives: | | | |
| Reading | Writing-transcription | Writing-composition | Writing-vocabulary, grammar and punctuation |
| <p>Word reading Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these</p> | <p>Use further prefixes and suffixes and understand how to add them - see English appendix 1 Spell further homophones Spell words that are often misspelt - see English appendix 1 Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Handwriting 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> | <p>Plan their writing by: 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 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 English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: 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 Proofread for spelling and punctuation errors Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | <p>develop their understanding of the concepts set out in English appendix 2 by: 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 Learning the grammar for years 3 and 4 in Indicate grammatical and other features by: Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p> |

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| identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | | | |
| Prior Knowledge: | Types of poems, Word classes and expanded noun phrases, prepositional phrases, fronted adverbials, figurative language eg simile, metaphor personification etc instructional writing, introduction to myths and legends (whole class reading), persuasive language | | |
| Misconceptions: | Poem layout and punctuation, Commas in lists/after fronted adverbial, apostrophes for plurals, punctuation within speech | | |
| Spelling | See scheme | | |
| Handwriting | See Letter-join scheme | | |
| | Genre | Adaptive teaching | Resources |
| Week 1 | Diamante poem – figurative language Describe setting (rainforest) | Writing frames images | Writing frames Images of animals/rainforests |
| Week 2 | Describe a setting (figurative language) Diary entry | Word banks Images/sentence stems | images |
| Week 3 | Assessment week Rules/instructional writing Pok a tok | Images/sentence stems | Use of hall/playground to play game |
| Week 4 | Phrases and clauses focus Diary entry | Voice recording Sentence stems | |
| Week 5 | Explanation text language and layout features Gather knowledge/learn to edit | Word banks Images/sentence stems | Images Writing frames |
| Week 6 | Plan and write own explanation text Edit and improve | Group work and ideas Sentence stems/story strings | Images |
| Week 7 | write up | Group work and ideas Sentence stems/story strings | |
| Week 8 | | | |
| Evaluation: | | | |