

**English medium-term plan: Year 3/ 4 autumn/ spring/summer 1**

<b>Text (s)</b>	The Great Kapok Tree, The Rainforest Book, Poems – Layers of the Rainforest, A Sensory Stroll, A Trillion Tropical Leaves		
<b>Links to wider curriculum</b>	Geography – What is a Rainforest, Art – Plant Art, Science – How do Plants Grow		
<b>Reading outcomes</b>	Poems – Rainforest poetry through Whole Class Reading; dictionary work to find meanings		
<b>Writing outcomes</b>	Persuasive Letter, Information text, Including speech in writing		
<b>National curriculum objectives:</b>			
<b>Reading</b>	<b>Writing-transcription</b>	<b>Writing-composition</b>	<b>Writing-vocabulary, grammar and punctuation</b>
<p><b>Word reading</b> Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , 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><b>Comprehension</b> Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by: <a href="#">listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</a> reading books that are structured in different ways and reading for a range of purposes <a href="#">using dictionaries to check the meaning of words that they have read</a> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <a href="#">identifying themes and conventions in a wide range of books</a> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <a href="#">discussing words and phrases that capture the reader's interest and imagination</a> <a href="#">recognising some different forms of poetry [for example, free verse, narrative poetry]</a> Understand what they read, in books they can read independently, by: checking that the text makes sense to them, <a href="#">discussing their understanding, and explaining the meaning of words in context</a> <a href="#">asking questions to improve their understanding of a text</a> <a href="#">drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</a> <a href="#">predicting what might happen from details stated and implied</a> <a href="#">identifying main ideas drawn from more than 1 paragraph and summarising these</a></p>	<p>Use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a> <a href="#">Spell further homophones</a> <a href="#">Spell words that are often misspelt</a> - see <a href="#">English appendix 1</a> Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <a href="#">Use the first 2 or 3 letters of a word to check its spelling in a dictionary</a> <a href="#">Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</a></p> <p><b>Handwriting</b> <a href="#">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</a> <a href="#">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]</a></p>	<p>Plan their writing by: <a href="#">discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</a> <a href="#">discussing and recording ideas</a> Draft and write by: <a href="#">composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</a> <a href="#">English appendix 2</a> <a href="#">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]</a> Evaluate and edit by: <a href="#">assessing the effectiveness of their own and others' writing and suggesting improvements</a> <a href="#">proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</a> <a href="#">Proofread for spelling and punctuation errors</a> <a href="#">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</a></p>	<p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <a href="#">extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</a> Using the present perfect form of verbs in contrast to the past tense <a href="#">Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</a> 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 <a href="#">Using and punctuating direct speech</a> Use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</p>

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			
<b>Prior Knowledge:</b>	<b>Letter writing, retrieval of information, descriptions</b>		
<b>Misconceptions:</b>	<b>Differences between non-fiction and fiction writing</b>		
<b>Spelling</b>	<b>See scheme</b>		
<b>Handwriting</b>	<b>See Letter-join scheme</b>		
	<b>Genre</b>	<b>Adaptive teaching</b>	<b>Resources</b>
<b>Week 1</b>	Retrieve information from non fiction texts & poetry Paragraphing in non-fiction texts Information text – make notes from non-fiction texts and use them to write paragraphs about the layers of the Rainforest. WCR – Rainforest poem – Layers of the Rainforest	SEN - Adapted questioning, shorter text, adult support	The Great Kapok Tree Kapok Tree information texts Rainforest information texts
<b>Week 2</b>	Information text – make notes from non-fiction texts and use them to write paragraphs about the layers of the Rainforest.  Setting description WCR – Rainforest poem – A Sensory Stroll	SEN – cloze procedure, jumbled sentences, adult support, oral sentence rehearsal Adaptive teaching – given notes,	The Great Kapok Tree Kapok Tree information texts Rainforest information texts Descriptosaurus – vocabulary book
<b>Week 3</b>	Write speech between characters  Collect arguments against the cutting down of the rainforests. WCR – Rainforest poems – A Trillion Tropical Leaves	SEN – Speech bubbles, highlighting texts, key information given to match	The Great Kapok Tree
<b>Week 4</b>	Understand persuasive devices Write a persuasive letter Edit and improve writing based on marking and feedback WCR – Rainforest poems	SEN – cloze procedure, jumbled sentences, adult support, oral sentence rehearsal	Model persuasive writing The Great Kapok Tree
<b>Evaluation:</b>			