

White Mere Community Primary School - English Medium Term Plan (Year3)

	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer	
Topic	Back to The Iron Age (A) Vicious Vikings (B)	Groovy Greeks (A) Rotten Romans (B)	The Life of Bede (A) Exploring Europe (B)	
Narrative	Stories to Love: Well-loved and contemporary narratives / dialogues and Plays	Myths and Legends	Adventure Stories	
Suggested final written outcome	<p>Write character speech for scene from story Using inverted commas to demarcate speech Use of adverbs to add detail Write own version of a class story as a Play-script Write story from characters perspective - characterisation is conveyed through dialogue Write contrasting setting descriptions using expanded noun phrases and careful choice of vocabulary</p> <p>Example Texts: The BFG/ Charlotte's Web/ Wind in The Willows</p>	<p>Read a range of myths, legends and traditional tales, identify and discuss common themes, for example good over evil, wise over foolish, etc. use this to write contrasting character/ setting descriptions Write letter from one wise character to a foolish character in different stories read Plan and write own stories in style of quest myth Uses paragraphs to group related material characterisation is conveyed through dialogue and description Uses conjunctions, adverbs and prepositions to express time and cause</p> <p>Example Texts: The Labours of Heracles/ Aesop's Fables/ Grimm's Fairy Tales</p>	<p>Plan and write an adventure story with logical sequence of events, conflict and resolution. characterisation is conveyed through dialogue and description Uses conjunctions, adverbs and prepositions to express time and cause</p> <p>Write event from the story from different characters perspectives and in range of forms e.g. first person account/ letter to character</p> <p>Example Texts: Super Powers Series by Alex Cliff</p>	
Non-fiction	Information Texts/ Reports	Persuasion in Letters	Instructions	Explanation
Suggested final written outcome	<p>Research a particular area (based on curriculum topic) Locate, read and make notes, write simple summary of relevant information. Write information leaflet - work collaboratively using ICT to create finished leaflet combining text and graphics for effect Write non-chronological report of chosen topic to use as basis for oral presentation Uses headings and subheadings to aid presentation in writing Begins to use paragraphs to group related material</p>	<p>Write a persuasive letter for a real purpose linked to other curriculum areas Using paragraphs to group related material Use of the perfect form of verbs to mark relationships of time and cause Uses conjunctions to express time and cause</p>	<p>Write evaluations of instructions tried and tested by class</p> <p>Write set of clear instructions using imperative verbs/ adverbs/ sub-headings for recipe (linked to food from around Europe)</p>	<p>Write a short explanation for an alien to understand Uses flow diagrams to support explanation Begins to use causal connectives. (because, so, this means that, therefore, this causes, if... then)</p>
Poetry		Limericks/ Haiku	Language Play	
Suggested final written outcome		<p>Read range of Limericks and Haikus' Write own version in small groups/ peer partners to present and read to the class</p>	<p>Read poems using effects such as onomatopoeia, alliteration, distinctive rhyme</p> <p>Write own poems using a range of these language techniques</p>	

White Mere Community Primary School - English Medium Term Plan (Year4)

	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer	
Topic	Back to The Iron Age (A) Vicious Vikings (B)	Groovy Greeks (A) Rotten Romans (B)	The Life of Bede (A) Exploring Europe (B)	
Narrative	Stories set in imaginary worlds	Stories with Historical Settings	Local Legends	
Suggested final written outcome	<p>Write setting descriptions</p> <p>Write character descriptions showing characterisation through description, behaviour and/or dialogue</p> <p>Plan and write an extended story, organised into chapters, about an adventure in an imagined world</p> <p>Uses rich and varied vocabulary to create atmosphere in writing</p> <p>Uses variations of nouns to aid cohesions and avoid repetition</p> <p>Uses adverbials to begin sentences</p> <p>Example Texts: Coraline/ Kensuke's Kingdom</p>	<p>Plan and write own short story set in the past from perspective of given character (story linked to era studied in topic/ or based on class story read)</p> <p>Viewpoint conveyed through description, behaviour and dialogue</p> <p>Uses inverted commas to demarcate speech and appropriate verb choices for characterisation</p> <p>Write version of historical story read in class in form of Play-script</p> <p>Example Texts: Treasure Island/ The Railway Children</p>	<p>Write contrasting setting descriptions of Bamburgh Castle</p> <p>Plan and write own version of The Laidly Worm</p> <p>Vary sentence structure through complex openings</p> <p>Viewpoint and characterisation is conveyed through description, behaviour and dialogue</p> <p>Uses paragraphs to effectively organise writing</p> <p>Example Texts: The Lambton Worm/ The Legend of The Laidly Worm of Spindleston Heugh</p>	
Non-fiction	Recounts: Broadcasts	Persuasion	Discussion	Explanation
Suggested final written outcome	<p>Write a first person account of an event</p> <p>Write a broadcast report recounting a current event children choose style e.g. informal CBBC Newsround/ formal BBC</p> <p>Uses fronted adverbials to add clarity</p>	<p>Write and present a persuasive report on given topic e.g. why we should eat healthy</p> <p>Report will include data diagrams/ images to support writing and presentation</p> <p>Uses words deliberately for desired effect e.g. persuasive phrases</p>	<p>Write and then present an argument for or against a given topic e.g. Fox Hunting/ wearing school uniform in a class debate</p> <p>Uses connectives to link information across sentences</p>	<p>Write an explanation linked to curriculum area e.g. science/ geography with introduction and/or conclusion - use of diagrams to support explanation</p> <p>Organises information into clear paragraphs</p>
Poetry	Poetry: Creating Images		Exploring Form	
Suggested final written outcome	<p>Read and respond to a range of poems and prose extracts that use similes and other simple images to create a vivid picture for a reader. Explore and create similes. Write poems experimenting with the use of similes</p>		<p>Read a range of poems in different forms: haiku, cinquain, other syllabic forms, simple rhyming forms, for example couplets, list poems, simple shape poems, alphabet and number poems, , free verse.</p> <p>Working collaboratively children write and perform own poem expressed in one of forms already studied</p>	