

3/4 English Curriculum – Cycle 2

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me	Lights, Camera, Action	Made in Hull	Made in Hull	Roots and Routes	
Narrative	Adventure Story	Traditional tales	Adventure story	Writing and performing a play	Traditional tales - fables	
Suggested final outcome:	Write an adventure story from a key characters perspective.	Write a traditional tale – focus on the setting.	Write an adventure story, focusing on a plot	Write and perform a play based on a familiar story	Write a new fable to convey a moral	
Opportunities/Texts:	Alice in Wonderland	Peter Pan	Where the Poppies Grow		A selection of British Fables	
Non-Fiction	Instructions	Reports	Discussion	Persuasion	Explanation	
Suggested final outcome:	Write and evaluate a range of instructions, including directions.	Write own report independently based on notes gathered from several sources	Consider different sides of an argument and decide on a course of action' summarising your reasons in a letter.	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.	Create a fact file to explain how things work.	
Opportunities/Texts	Hull Ambassadors – Year 4		Heritage Learning Centre – WW2		Walk around Hull	
Poetry	Structure – Narrative Poetry	Take one poets – poetry appreciation	Vocabulary building	Rhythm and Rhyme	Structure – narrative poetry	Vocabulary building

Suggested outcome:	Create a poem about a part of Alice in Wonderland.	Research a particular poet. Personal responses to poetry. Recite familiar poem by heart.	Read, write and perform free verse.	Read, write and perform free verse.	Recite some narrative poetry by heart. Read and respond	Read, write and perform free verse.
Opportunities/Texts	Alice in Wonderland		Where the Poppies Grow		A selection of British Fables	
Essentials for writing	Composition: To write with purpose To use imaginative description To organise writing appropriately To use paragraphs To use sentences appropriately		Transcription: To present neatly To spell correctly To punctuate accurately.		Analysis and presentation: To analyse writing To present writing	
Essentials for Progress	Milestone 1		Milestone 2		Milestone 3	
To write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas • Write for a variety of purposes • Plan by talking about ideas and writing notes • Use some of the characteristic features of the type of writing used 		<ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading • Use techniques used by authors to create character and setting • Compose and rehearse sentences orally 		<ul style="list-style-type: none"> • Identify the audience • Choose the appropriate form of writing using the main features identified in reading • Note, develop and research ideas 	
To use imaginative description	<ul style="list-style-type: none"> • Use adjectives to add detail • Use names of people, places and things • Use well-chosen adjectives • Use nouns and pronouns for 		<ul style="list-style-type: none"> • Create character, settings and plots • Use alliteration effectively • Use similes effectively • Use a range of descriptive phrases including some collective nouns 		<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots • Create vivid images by 	

	<p>variety</p> <ul style="list-style-type: none"> • Use adverbs for extra detail 		<p>using alliteration, similes, metaphors and personification</p> <ul style="list-style-type: none"> • Interweave description of characters, setting and atmospheres with dialogue
To organise writing appropriately	<ul style="list-style-type: none"> • Reread writing to check it makes sense • Use the correct tenses • Organise writing in line with its purpose 	<ul style="list-style-type: none"> • Use organisational devices such as headings and subheadings • Use the perfect form of verb to mark relationships of time and cause • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices including a range of connectives • Choose effective grammar and punctuation and purpose changes to improve clarity • Ensure correct use of tenses throughout a piece of writing
To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea 	<ul style="list-style-type: none"> • Organise paragraphs around a theme • Sequence paragraphs 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity • Write paragraphs that makes sense if read alone
To use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences • Sequence sentences to form a 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences • Write sentences that include: 	<ul style="list-style-type: none"> • Write sentences that include: • Relative clauses

	<p>short narrative</p> <ul style="list-style-type: none">• Convey ideas sentence by sentence• Join sentences with conjunctions and connectives• Vary the way sentences begin	<ul style="list-style-type: none">• Conjunctions• Adverbs• Direct speech, punctuated Correctly Clauses Adverbial phrases	<ul style="list-style-type: none">• Modal verbs• Relative pronouns• Brackets• Parenthesis• A mixture of active and passive voice• Clear subject and object• Hyphens, colons and semi colons• Bullet points
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