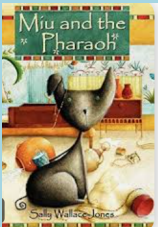
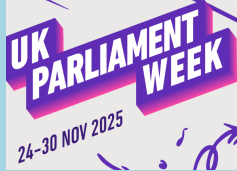
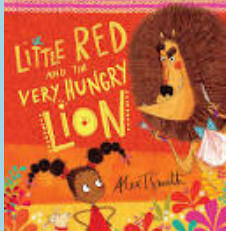
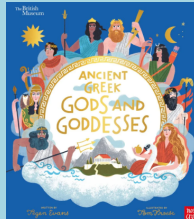
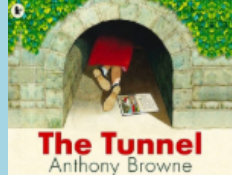


Year 3 and 4 Long Term Plan English Cycle B 2025-26



YEAR 3 and 4	Ancient Egypt		The Ancient Greeks		Local History	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Week 1-4 PVPG – nouns, verbs, sentences, conjunctions  Weeks 5-8 Writing to entertain- Text type: Recount : Miu and the Pharaoh Audience: Classmates  	Weeks 1-2 Writing to persuade- Text type: Persuasive writing for a debate (ORACY LINK) Audience: Classmates and Headteacher    Weeks 4-7 Writing to entertain: Text Type: Setting description Audience: Year 5 pupils 	Week 1-5 Writing to entertain – Text type: Narrative Audience: Peers   Week 6 – Spring 2 Writing to inform- Text type: Non-chronological report Audience: Next year Otters 	Weeks 3-4 Writing to inform – Text type: Instructions Audience: Classmates   Week 5 Writing to entertain – Text type: Poem Audience: Parents and class 	Weeks 1-4 Writing to entertain – Text type: Diary and Narrative Audience: Parents!   Weeks 5-6 Writing to persuade – Text type: Brochure (Crawley New Town- Estate Agent Day) Audience: Classmates 	Weeks 1-5 Writing to persuade / entertain – Text type: Letter and Narrative Audience: Whole School story share day/Come and See   Weeks 6-7 Writing to inform – Text type: Letter for transition Audience: Year 2 for transition day 

Whole
class
reading
texts

Weeks 5-6
Assessment: The Black Hat



Class Reading Books:
Tutankhamun's Tomb (Sue Reid)
The Creakers (Tom Fletcher)

Whole Class Reading: Autumn 1
The Dot (Peter H Reynolds) (picture book/ RSHE link)
Miu and the Pharaoh (Sally Wallace Jones) (fiction)
Adapted Habitats (non-chron)
How to live forever (Colin Tompson/poetry)
A spoonful of sugar (lyrics)
Agent Asha (Sophie Deen) (fiction)
Muhammad Ali (non-chron: biog)

Whole Class Reading: Autumn 2
The Rhythm of the Rain (Graham Barker Smith) (picture book)
What's the matter? (Tom McGowan) (poetry)
Where the Poppies now Grow (Hilary Robinson) (picture book)
Raindrops keep falling on my head (lyrics)
Scrooge (Charles Dickens) (fiction)
Sprout Boy (online advert - persuasive writing)

Class Reading Books:
Mark of the Cyclops (Saviour Pirotta)

Whole Class Reading: Spring 1
Little Red and the very hungry lion (Picture book)
The Firework Maker's Daughter (Philip Pullman) (fiction)
Theseus and the Minotaur (myths and legends)
The Ancient Greeks (informative website)
Tooth by tooth: Comparing fangs and tusks (Sara Levine) (non-chron)
Out of the Ark Greek show (class production)

Whole Class Reading: Spring 2
The Mark of the Cyclops (Saviour Pirotta)(fiction)
Amy gets eaten (Adam Kay) (picture book/Science link)
Chocolate Cake (Michael Rosen) (poetry)
Greece factfile (National Geographic Kids) (non-chron)
The Amazing Book about Everything (picture fact book)

Class Reading Books:
Our Tower (Joseph Coelho)
Planet Omar: accidental trouble magnet (Zanib Mian)

Whole Class Reading: Summer 1
The Tunnel (Anthony Browne) (picture book)
Grammarsaurus: Comprehension Crusher (retrieval focus)
Thomas Edison (non-chron)
Electricity from Billy Elliot (lyrics)
Life doesn't frighten me at all (Maya Angelous) (poetry)
Our Tower (Joseph Coelho) (fiction)

Whole Class Reading: Summer 2
The Lost Homework (Richard O'Neill) (picture book)
Planet Omar (Zanib Mian) (fiction)
When I grow up (from Matilda the musical) (lyrics)
Be glad your nose is on your face (Jack Prelutsky) (poetry)
Who are you? (Smriti Halls) (non chron/ RSHE transition link)
The Colour Monster (Anna Llenas) (picture book/ RSHE transition link)

National Curriculum m Reading objectives

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
- 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

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
- 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

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
- 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

Transcription

National Curriculum Objectives

Year 3:

Spelling:

1. The /ow/ sound spelled 'ou.'
2. The /u/ sound spelled 'ou.'
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. The suffix -ly is added to an adjective to form an adverb.
5. Words with the prefix 're-' 're-' means 'again' or 'back.'
6. The prefix 'sub'
7. The prefix 'anti'
8. The prefix 'inter'
9. The prefix 'dis-'
10. The prefix 'mis-'
11. Doubling a consonant before the last syllable of a word (tripping)
12. Compound words
- 3.1.a.1 Spell further homophones
- 3.1.a.2 Spell words that are often misspelt

Handwriting (Twinkl scheme):

- Begin to use the diagonal and horizontal strokes that are needed to join letters
- Begin to increase the legibility, consistency and quality of their handwriting

Writing Composition

- 3.2.b.1 Plan their writing by: discussing and recording ideas
- 3.2.b.2 Draft and write by: composing and rehearsing sentences orally
- 3.2.b.3 Draft and write by: organising paragraphs around a theme
- 3.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements

Year 3:

Spelling:

1. The long vowel /a/ sound spelled 'ai'
2. The long /a/ vowel sound spelled 'ei.'
3. The long /a/ vowel sound spelled 'ey.'
4. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
5. Words ending 'sure' or '-ture'
6. Words ending 'tion'
7. Words ending -sion
8. The /l/ sound spelled '-al' at the end of words.
9. The /l/ sound spelled '-le' at the end of words.
10. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
- 3.1.a.1 Spell further homophones
- 3.1.a.2 Spell words that are often misspelt
- 3.1.b.2 Use further prefixes and understand how to add them
- 3.1.b.3 Use further suffixes and understand how to add them
- Possessive apostrophes with singular words

Handwriting (Twinkl scheme):

- Begin to use the diagonal and horizontal strokes that are needed to join letters
- Begin to increase the legibility, consistency and quality of their handwriting

Writing composition

- 3.2.b.1 Plan their writing by: discussing and recording ideas
- 3.2.b.4 Draft and write by: in narratives, creating settings, characters and plot
- 3.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and subheadings
- 3.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements

Year 3:

Spelling:

1. The prefixes 'un' and 'in'-
2. The prefixes super- and auto-
3. The suffix -ation
4. The suffix -ally
5. The suffix -ous
6. Words with the /k/ sound spelt ch
7. Words spelt 'ch'
8. Words ending in -gue and -que
9. Words with the /s/ sound spelt 'sc'
10. Words with the /ei/ sound spelt ei, eigh, ey
- 3.1.a.1 Spell further homophones
- 3.1.a.2 Spell words that are often misspelt
- 3.1.b.2 Use further prefixes and understand how to add them
- 3.1.b.3 Use further suffixes and understand how to add them
- Possessive apostrophes with plural words

Handwriting (Twinkl scheme):

- Begin to use the diagonal and horizontal strokes that are needed to join letters
- Begin to increase the legibility, consistency and quality of their handwriting

Writing composition

- 3.2.b.1 Plan their writing by: discussing and recording ideas
- 3.2.b.4 Draft and write by: in narratives, creating settings, characters and plot
- 3.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and subheadings

3.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
3.2.c.3 Proof-read for spelling and punctuation errors
3.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing – vocabulary, grammar and punctuation

3.3.b.2 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
3.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
3.3.c.1 Inverted commas to punctuate direct speech

Year 4:

Spelling:

Year 3/ 4 word list

3.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
3.2.c.3 Proof-read for spelling and punctuation errors

Writing – vocabulary, grammar and punctuation

3.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
3.3.b.2 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
3.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
3.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense

Year 4:

Spelling:

Year 3/ 4 word list

- Use further prefixes and understand how to add them (English Appendix 1)

3.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
3.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
3.2.c.3 Proof-read for spelling and punctuation errors

Writing – vocabulary, grammar and punctuation

3.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
3.3.b.2 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
3.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
3.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense

Year 4:

Spelling:

- Use further prefixes and understand how to add them (English Appendix 1)
- Use further suffixes and understand how to add them (English Appendix 1)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell words that are often misspelt

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: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition:

- 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
- Plan their writing by: 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
- Draft and write by: organising paragraphs around a theme
- Draft and write by: in non-narrative material, using simple organisational

- Use further suffixes and understand how to add them (English Appendix 1)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell words that are often misspelt

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: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition

-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

Plan their writing by: 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

organising paragraphs around a theme

Year 3/ 4 word list

- Use further prefixes and understand how to add them (English Appendix 1)
- Use further suffixes and understand how to add them (English Appendix 1)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell words that are often misspelt

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: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition

-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

Plan their writing by: discussing and recording ideas

devices: e.g. as headings and sub-headings

- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class

Writing, vocabulary, grammar and punctuation

- Form nouns using prefixes
- 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
- Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
- Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense
- Use the correct form of 'a' or 'an'

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

Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and subheadings

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing, vocabulary, grammar and punctuation

- Word families based on common words (solve, solution, dissolve, insoluble)
- Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
- 4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense
- Use the correct form of 'a' or 'an'
- Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials

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

organising paragraphs around a theme

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

Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and subheadings

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing, vocabulary, grammar and punctuation

- Word families based on common words (solve, solution, dissolve, insoluble)
- Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
- 4 Develop their understanding of the concepts set out in English Appendix

Oracy opportunities Learning Resources			2 by: using the present perfect form of verbs in contrast to the past tense - Use the correct form of 'a' or 'an' - Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials
	Drama (narrative sequence) Poetry performance History link: Egypt Day Interview: House of Lords live link up Debating: National Parliament Week Singing (Harvest Festival, Christmas service) Now Press Play (Ancient Egypt) Literacy Shed SingUp Charanga	Poetry performance Story share day with KS1 <u>Ancient Greeks: Class Show</u> Oracy link: Travel Agent Day Performance speaking and singing (Easter festival) Now Press Play (Ancient Greek journey) Now Press Play (Animals including humans) BBC Bitesize Comprehension Crusher SingUp Charanga	<u>Leavers Show (with Yrs 5 /6)</u> Story share day with Whole School Class debate Singing (West Sussex Big Sing) Now Press Play (Sound) Comprehension Crusher Grammarsaurus SingUp Charanga
	Assessment criteria: Assessment Framework		