



## Roehampton Church Forest School Year 3/4 English Curriculum Overview

Year 3 and 4 CYCLE A		
Autumn 1		
	English units of work	SPaG
Texts:	Genre/ Skills:	
<p>The Green Ship- Quentin Blake (PoR)</p> <p><b>Outcomes:</b></p> <p><b>Descriptive Writing:</b>  <b>To write character descriptions</b></p> <p>E.g. of Mrs Tredegar- PoR TS session 2&amp; 3</p> <p><b>To write setting descriptions (PoR TS)</b></p> <p><b>Narrative:</b>  <b>To retell the story of The Green Ship from Alice's point of view</b></p> <p><b>To create their own version of The Green Ship</b> (Imagine that they find themselves in a forest and that they make an unexpected discovery (not a ship this time) which could be incorporated into an adventure.)</p>	<p><b>Descriptive Writing:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Describe what the character looks like and how they act, speak and moves</li> <li>Describe what the character thinks and feels</li> <li>Use a range of adjectives and adverbs</li> <li>Use expanded noun phrases</li> <li>Vary sentence length- mixture of long and short sentences</li> <li>Power of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight</li> <li>Similes using like or as</li> <li>Alliteration</li> <li>Prepositions</li> <li>Use 5 senses to describe</li> <li>Use comparatives and superlatives in character description.</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Include opening, build up, climax, resolution and ending</li> <li>Consistent correct person (first or third) and tense</li> <li>Powerful verbs</li> <li>Mixture of long and short sentences.</li> <li>Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat</li> <li>Sentences including subordinating and co-ordinating conjunctions</li> <li>Adverbs</li> <li>Include expanded noun phrases for description</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting/ forgotten, beginning/beginner, prefer/preferred, gardening/gardener)</li> <li>Prefixes- 'un-, dis-, mis-'</li> <li>Prefixes- 'sub-' and 'super-</li> <li>Word families (groups of words that contain the same root e.g. action, react and active)</li> <li>Word check list (Year 3/4 list)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Consolidate capital letters and full stops, question marks, exclamation marks</li> <li>Inverted commas to punctuate direct speech</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Word class- nouns, adjectives, verbs and adverbs: identify and use.</li> <li>Main clauses and subordinate clauses</li> <li>Subordinating conjunctions</li> <li>Fronted adverbials</li> <li>Present tense and past tense (consolidation)</li> </ul>

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## Roehampton Church Forest School Year 3/4 English Curriculum Overview

Autumn 2		
English units of work		SPaG
Texts:	Genre/ Skills:	SPaG
<p>Kindlekrax- Phillip Ridley (PoR)</p> <p><b>Outcomes:</b></p> <p><b>To write non-chronological reports</b></p> <p>NCR about crocodiles NCR about other animals covered in science unit</p> <p><b>To write diary entries</b></p> <p>From Ruskin's point of view (e.g. his day in the first and second chapter, about how he feels about not getting the part of the hero, about being bullied by Elvis, how he feels after Winston's confession)</p> <p>From Corky Pigeon's point of view and write as him about his journeys down into the sewers</p>	<p><b>Non- chronological report:</b></p> <ul style="list-style-type: none"> <li>• Plan, discuss and record ideas</li> <li>• Organising research into notes</li> <li>• Bullet point for notes (research) and for key facts in reports</li> <li>• Recognise the differences in presentation between texts e.g. between fiction and non-fiction</li> <li>• A heading- introduce the topic</li> <li>• A brief introduction- general information</li> <li>• Use subheadings to organise the text into categories</li> <li>• Group related information/facts into paragraphs</li> <li>• Topic sentences to introduce paragraphs</li> <li>• Use third person</li> <li>• Use present tense</li> <li>• Use coordinating and subordinating conjunctions</li> <li>• Use expanded noun phrases for specification</li> <li>• Factual language/ technical vocabulary</li> <li>• Proofread to check for errors in spelling, grammar and punctuation</li> <li>• Peer and self-assess their writing</li> </ul> <p><b>Diary</b></p> <ul style="list-style-type: none"> <li>• Plan, discuss and record ideas</li> <li>• First person- use personal pronouns 'I', 'my', 'we' and 'our'</li> <li>• Opening paragraph to introduce diary</li> <li>• Discuss where events occurred</li> <li>• Write about the most important events in order</li> <li>• Describe own feelings or what you were thinking when each event happened</li> <li>• Adverbials of time</li> <li>• Written mainly in past tense</li> <li>• Informal language and phrases</li> <li>• Group related information in paragraphs</li> <li>• Variety of main clauses and subordinate clauses</li> <li>• Proofread to check for errors in spelling, grammar and punctuation</li> <li>• Peer and self-assess writing</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• '-ation' suffix</li> <li>• '-ly' suffix</li> <li>• '-ous'- suffix</li> <li>• Dictionary skills (use the first 2 or 3 letters of a word to check its spelling in a dictionary)</li> <li>• Word check list (Year 3/4 list)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Commas in lists</li> <li>• Commas after fronted adverbials</li> <li>• Apostrophes for contraction</li> <li>• Its and it's</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Adverbials of time</li> <li>• Determiners</li> <li>• Co-ordinating and subordinating conjunctions</li> <li>• Expanded noun phrases</li> </ul>

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## Roehampton Church Forest School Year 3/4 English Curriculum Overview

Spring 1		
English units of work		
Texts:	Genre/ Skills:	SPaG
<p>Ug: Boy Genius of the Stone Age- Raymond Briggs (PoR)</p> <p>Wolves- Emily Gravett (PoR)</p>	<p><b>Persuasive Writing:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Includes an introduction and conclusion</li> <li>Direct address</li> <li>Include repetition for emphasis</li> <li>Power of 3</li> <li>Emotive language</li> <li>Alliteration</li> <li>Facts/ statistics</li> <li>Personal pronouns</li> <li>Evidence to support point(s)</li> <li>Rhetorical questions</li> <li>Variety of conjunctions</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul> <p><b>Alternative endings:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Use events to continue story and build-up logically</li> <li>Include a resolution to the dilemma</li> <li>Make the ending link back to the opening</li> <li>Use paragraphs</li> <li>Describe how characters have been affected</li> <li>Consistent correct person (first or third) and tense</li> <li>Mixture of long and short sentences.</li> <li>Power of 3 for description</li> <li>Include subordinating and co-ordinating conjunctions</li> <li>Fronted adverbials and adverbs</li> <li>Include expanded noun phrases for descriptions</li> <li>Include a mixture of present perfect and simple past</li> <li>Include a mixture of direct and reported speech</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus, chemist, echo</li> <li>Words with the /ʃ/ sound spelt ch (mostly French in origin)e.g. chef, chalet, machine</li> <li>Words with silent b (e.g. crumb, comb, debt)</li> <li>Word check list (Year 3/4 list)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Apostrophes for singular possession</li> <li>Apostrophes for contraction</li> <li>Inverted commas to punctuate direct speech</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present perfect</li> <li>Prepositions</li> <li>Pronouns</li> </ul> <p>Direct speech and reported speech</p>
<p><b>Outcomes:</b></p> <p><b>Ug:</b> <b>To write persuasive speeches</b> (see PoR TS session 13)</p> <p><b>To write persuasive adverts</b> (see PoR TS session 14)</p> <p><b>Wolves:</b> <b>To write alternative endings to Wolves</b> (see PoR TS)</p>		

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## Roehampton Church Forest School Year 3/4 English Curriculum Overview

Spring 2		
English units of work		SPaG
Texts:	Genre/ Skills:	SPaG
<p>Gregory Cool- Caroline Binch (PoR)</p> <p><b>Outcomes:</b></p> <p><b>To write play scripts</b></p> <p>Gregory's first night in Tobago Gregory's first breakfast in Tobago Gregory meeting Lennox</p> <p><b>To write biographies</b></p> <p>Bob Marley biography (link to music) Caroline Binch biography Biography about a parent/carer</p>	<p><b>Play scripts:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Include a cast list of characters</li> <li>Give a short description of each scene's setting</li> <li>Use a narrator to briefly set the scene for the audience</li> <li>Write the speaker's name on the left</li> <li>Use a colon after the speaker's name</li> <li>Write dialogue (speech) without inverted commas</li> <li>Include stage directions in brackets</li> <li>Use the present tense</li> <li>Perform own playscripts, using appropriate intonation, volume and movement so that meaning is clear</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul> <p><b>Biographies:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Use a question or interesting opening statement to hook the reader</li> <li>Summarise the main events of the person's life in the first paragraph</li> <li>Use paragraphs to organise ideas around a theme</li> <li>Topic sentences to introduce paragraphs</li> <li>Mix of past tense and present perfect</li> <li>Third person pronouns</li> <li>Write about key events in the person's life</li> <li>Include key influences in the person's life</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Homophones and near homophones e.g. they're/their/there      witch/which to/too/two                      here/hear sea/see off/of accept/except whose/who's                      meet/meat our/are</li> <li>Suffixes (-ment, -ness, -ful and -less)</li> <li>Plurals(e.g. adding s, es, ves, ies) including irregular plurals (e.g. sheep, children, feet)</li> <li>Dictionary skills (use the first 2 or 3 letters of a word to check its spelling in a dictionary)</li> <li>Word check list (Year 3/4 list)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Colon for use in play scripts</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Statements and questions</li> <li>Commands and exclamations</li> </ul>

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Summer 1		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p>Madtail, Miniwhale And Other Shape Poems- Wes Magee</p> <p>The Sun is Laughing- edited by Sue Ellis (PoR)</p> <p>Firebird- Retold by Saviour Pirotta (PoR)</p> <p><b>Outcomes:</b></p> <p><b>To discuss, learn and perform poetry</b></p> <p><b>To write acrostic poems</b></p> <p><b>To write shape poems</b> (use Madtail, Miniwhale And Other Shape Poems for models)</p> <p><b>To write list poems</b> (See The Sun is Laughing TS and Firebird PoR TS session 5)</p>	<p><b>Acrostic poems</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Choose a topic word</li> <li>The first letter of each line spells out the poem's theme vertically</li> <li>Write theme letters in capital letters</li> <li>Use alliteration</li> <li>Include figurative language- similes, metaphors and personification</li> <li>Use well-chosen nouns, adjectives and verbs</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul> <p><b>List poems:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Choose a title that invites readers into poem</li> <li>Create a thoughtful list that reveals something about title</li> <li>Revise the wording of list items to make them more vivid or memorable</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul> <p><b>Shape Poems:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Pick well-chosen words</li> <li>Include powerful verbs and adjectives</li> <li>Use alliteration, onomatopoeia and similes</li> <li>Use precise nouns</li> <li>Can use rhyming words</li> <li>Create a layout that is the shape of the subject</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Suffixes '-er (comparative) and -est' (superlative)</li> <li>Words with the /ai/ sound spelt ei, eigh, or ey</li> <li>Words with endings sounding like /ʒə/ or /fə/ (e.g. measure, treasure, picture, nature, adventure)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Word check list (Year 3/4 list)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Consolidate: capital letters, full stops, commas, question marks and exclamation marks</li> <li>Apostrophes for contraction and singular possession recap and practice</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Repetition for effect</li> <li>Synonyms</li> <li>Using pronouns to avoid repetition or ambiguity</li> </ul>

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## Roehampton Church Forest School Year 3/4 English Curriculum Overview

Summer 2		
English units of work		SPaG
Texts:	Genre/ Skills:	
<p>The Iron Man (PoR)</p> <p><b>Outcomes:</b></p> <p><b>To write first person recounts</b>            Ideas:            As someone who witnessed the Iron Man reassembling himself on the beach. (Use p4– 8 for details/ the order of events)</p> <p>To write a first person recount (from Hogarth's father's point of view) about his first encounter with the Iron Man</p> <p>To write an eyewitness account of the battle between the Iron Man and the Space-bat-angel dragon</p> <p><b>To write a set of instructions</b>            Ideas:</p> <p>Write a set of instructions about how to capture the Iron Man</p> <p>Write a set of instructions about how to put the Iron Man back together (after he has been transported to Australia)</p>	<p><b>Recount:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Opening paragraph includes: When? Who? What? Where?</li> <li>Adverbials of time</li> <li>Accurate order of events</li> <li>Past tense</li> <li>Powerful verbs</li> <li>Link paragraphs appropriately with a range of conjunctions to steer readers through the sequence, and provide hooks inviting them to read on e.g. to:               <ul style="list-style-type: none"> <li>add information e.g. also, additionally, furthermore, not only etc.</li> <li>change direction e.g. but, however, although etc</li> <li>conclude and summarise e.g. finally..., in the end..., at last..., etc</li> </ul> </li> <li>Details to add interest for reader</li> <li>Conclusion refers back to opening</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Interesting title to show what instructions are about and grab reader's attention</li> <li>Introduction to hook the reader e.g. e.g. These simple directions will help you to... Have you ever wondered how to...?</li> <li>Use of lists (e.g. for equipment or materials needed)</li> <li>Number instructions in the right order</li> <li>Imperative verbs</li> <li>Range of conjunctions</li> <li>Consistent use of present tense</li> <li>Varied sentence order and openings for emphasis and effect</li> <li>Clear sentences</li> <li>Short conclusion to suggest next action or to wrap up and summarise</li> <li>May include labels and diagrams</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Peer and self-assess writing</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Ending sounds like /ʒən/, it is spelt as -sion (e.g. division, invasion, confusion, decision)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>The /i/ sound spelt /y/ elsewhere than the end of words (e.g myth, gym, Egypt)</li> <li>Prefixes- 're-' and 'anti-'</li> <li>Word check list (Year 3/4 list)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Tenses- staying consistently in the same tense</li> <li>Present perfect recap and practice</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Apostrophes for contraction and singular possession recap</li> <li>It's and its recap</li> <li>Consolidate: capital letters, full stops, commas, question marks and exclamation marks</li> </ul>

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