

BARNS GREEN ENGLISH FOR YEAR 3&4 (Squirrel Class)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Cycle A – Set in Stone		Cycle A – Rocks, Relics, Rumbles		Cycle A – Ruthless Romans	
	Cycle B – Raided, Invaded, Stayed		Cycle B – Misty Mountains, Winding Rivers		Cycle B – Tomb Raiders	
Reading Key Texts Cycle B	UG: Boy Genius of the Stone Age and His Search for Soft Trousers The Stolen Spear (Wolfsong) The Secrets of Stonehenge The Great Storm Stone Bronze and Iron Ages Explore Life doesn't frighten me at All The Twits The Stolen Spear (Wolfsong) - Saviour Life and Death in a Hill fort The Wild Way Home		Mary Anning Fossil Hunter Stone Girl, Bone Girl The Firework-Maker's Daughter Kay's Anatomy: A Complete (and Completely Disgusting) Guide to the Human Body		Escape from Pompeii The Leopard in the Golden Cage	
Reading Key Texts Cycle B	How to be a Viking Arthur and the Golden Rope Kennings poems Winter Riddle of the Runes Beowulf Viking Long ship DK Find out Vikings		Everest: Reaching the roof of the world Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Majestic Mountain: Discover Earth's Mighty Peaks. Himalaya Soledad Romero Marino & Maria Beorlegi The Lost Happy Endings		Cinderella of the Nile – Marjan Vafaeian The Story of Tutankhamun by Patricia Cleveland-Peck Egyptian Myths – Jean Menzies Egyptology: Search for the Tomb of Osiris. The Ancient Egypt Sleepover Iron Man – Ted Hughes. Slam poetry (Pinda Cake) – Valerie Bloom	

	<p>Discover the Vikings The Genius of the Vikings.</p>	<p>Jabberwocky Mghty mountains and Swirling Seas – Valerie Bloom Blue John</p>	<table border="1"> <tr><td>Poetry</td><td>Green</td></tr> <tr><td>Love of reading</td><td>Red</td></tr> <tr><td>Non-Fiction</td><td>Purple</td></tr> <tr><td>Classic</td><td>Blue</td></tr> <tr><td>Diversity</td><td>Yellow</td></tr> <tr><td>Inclusive</td><td>Pink</td></tr> </table>	Poetry	Green	Love of reading	Red	Non-Fiction	Purple	Classic	Blue	Diversity	Yellow	Inclusive	Pink
Poetry	Green														
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<p>Reading Intent</p>	<p>Through the year there will be opportunities to listen to and discuss a wide range of contemporary and classic poetry, stories, non-fiction beyond a level beyond what they can read independently. Children will be encouraged to take turns and to listen to what others are saying aswell as expressing their own thoughts and opinions. Children will be exposed to a range of texts including:</p> <ul style="list-style-type: none"> • Range of fiction • Poetry including performance poetry and a variety of forms • Play scripts • Range of non-fiction/ reference books • Fairy stories • Myths and legends 														
<p>Guided Reading</p>	<ul style="list-style-type: none"> • How to be a Viking • Viking longship • Ivor the Boneless 	<ul style="list-style-type: none"> • Water 	<ul style="list-style-type: none"> • 												
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Use relevant strategies to build their vocabulary • Gain, maintain and monitor the interest of the listeners • Speak audibly and fluently with an increasing command of Standard English • Select and use appropriate registers for effective communication 														

	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Use relevant strategies to build their vocabulary Ask relevant questions to extend their understanding and build vocabulary and knowledge Participate in discussions, presentations, performances, role play, improvisations & debates 	<ul style="list-style-type: none"> Articulate and justify answers, arguments & opinions Give well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication
Spelling Book - Cycle B	<p>We follow the RWI scheme to teach spellings throughout years 3 -4 supplemented by RWI on line. Those children who struggled to pass the phonics check in KS1 may receive additional precision teaching and the Fresh Start RWI – KS2 Program</p>		

Book 4 – Cycle A	<p>Book 3</p> <ul style="list-style-type: none"> Prefixes dis and in Adding im to root words beginning with m and p Suffix ous Expected year 3-4 spellings 	<p>Book 3</p> <ul style="list-style-type: none"> Suffix ly Words ending in ture Homophones Expected year 3-4 spellings 	<p>Book 3</p> <ul style="list-style-type: none"> Adding ation to verbs to form nouns Words ending with c sound spelt ch Words ending with sh sound spelt sh Expected year 3-4 spellings 	<p>Book 3</p> <ul style="list-style-type: none"> The short sound spelt y Adding suffix ion Adding suffix ian Adding prefix re Expected year 3-4 spellings 	<p>Book 3</p> <ul style="list-style-type: none"> Homophones Adding prefix anti Adding prefix super Adding prefix sub Expected year 3-4 spellings 	<p>Book 3</p> <ul style="list-style-type: none"> Expected year 3-4 spellings Recap and revision
	<p>Book 4</p> <ul style="list-style-type: none"> Prefix Mis Words ending in zhuh – sures short u, spelt ou prefix auto 	<p>Book 4</p> <ul style="list-style-type: none"> Adding ly Prefix inter Homophones 	<p>Book 4</p> <ul style="list-style-type: none"> Ay – spelt eigh, ei, ey Words ending in ous Words with s sound spelt sc 	<p>Book 4</p> <ul style="list-style-type: none"> Possessive apostrophes Words ending zhun spelt sion Adding il, recap, un, in, mis, dis 	<p>Book 4</p> <ul style="list-style-type: none"> C sound spelt que/ G sound spelt gue Homophones Adding ir to words starting with r 	<p>Book 4</p> <ul style="list-style-type: none"> Suffix ion Expected year 3-4 spellings Recap and revision
Punctuation & Grammar	<p>Year 3 Ready to write Using full stops, capitals,</p>	<p>Year 3 Determiners</p>	<p>Year 3 Adverbs</p>	<p>Year 3 Speech</p>	<p>Year 3 Nouns</p>	<p>Year 3 Word Families Exploring common word</p>

<p>exclamation marks Question marks</p> <p>Recognising how grammatical patterns in a sentence indicate its function: Command Exclamation Statement Question</p> <p>Using coordination and subordination</p> <p>Commas in a list</p> <p>Using past and present tenses correctly including the progressive form</p>	<p>Using a and an correctly</p> <p>Conjunctions Extending sentences with more than one clause by using a wider range of conjunctions including if, when, because, although</p> <p>Using conjunctions to express time, place and cause e.g. when, before, after, while, so, because</p>	<p>Using adverbs to express time, place and cause</p> <p>Speech Introduction to inverted commas to punctuate direct speech</p>	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Tenses Use of present perfect instead of simple past</p> <p>Prepositions Using prepositions to express time place and cause</p>	<p>Looking at all types of noun including– proper nouns, concrete nouns, abstract nouns</p> <p>Paragraphs Introduction to paragraphs as a means to group related content</p> <p>Headings and subheadings to aid presentation</p>	<p>families based around particular words e.g. -solve</p> <p>Prefixes The formation of nouns using a range of prefixes including -super, anti, auto</p>
<p>Vocab</p> <p>Statement Exclamation Consonant Vowel Conjunction Clause Subordinate clause</p>		<p>Vocab</p> <p>Preposition Direct speech Inverted comma</p>		<p>Vocab</p> <p>Word family Prefix Heading subheading</p>	
<p>Year 4 Ready to write</p> <p>Using a and an consistently</p> <p>Using a wider range of conjunctions to extend sentences</p> <p>Expressing time, place and cause using conjunctions</p>	<p>Year 4</p> <p>Using the present perfect form of verbs instead of simple past</p> <p>Pronouns Choosing pronouns appropriately for clarity, cohesion and to avoid repetition Across sentences</p> <p>Fronted Adverbials</p>	<p>Year 4 Apostrophes</p> <p>Indicating possession using an apostrophe With plural nouns</p> <p>The grammatical difference between plural and possessive S</p> <p>Speech Using and punctuating</p>	<p>Year 4 Expanded noun phrases by the addition of modifying adjectives</p> <p>Word families Recognising word families and how these aid our understanding and spelling</p>	<p>Year 4 Standard English</p> <p>Recognising and using standard English rather than colloquial forms</p> <p>Paragraphs Organising content around a theme</p>	<p>Year 4 Standard English</p> <p>Recognising and using standard English rather than colloquial forms</p> <p>Paragraphs Organising content around a theme</p>

	Expressing time place cause using prepositions – before, after, during, in, because of Using inverted commas for direct speech	Using fronted adverbials Using a comma after fronted adverbials	direct speech Using a comma after the reporting clause and ending with punctuation			
	Vocab Determiner Pronoun Possessive Pronoun adverbial		Vocab Parenthesis Bracket dash		Vocab Cohesion	
Whilst this gives an overview of when specific concepts will be taught during lessons there is an expectation that teachers will explore the appropriate knowledge and skills within classes during English and other text related opportunities. Grammar is an integral part of how we approach reading, writing and talk at Brans Green. We will not restrict its use or exploration.						
Writing Cycle B	Selected Norse poetry examples (Core Text) Kenning Poems How to be a Viking (Link to Text) Recount •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • using commas after fronted adverbials • Using conjunctions to express time, place and cause e.g. when, before, after, while, so, because Arthur and The Golden Rope (Link to Text) Short adventure story	Arthur and The Golden Rope (Link to Text) Instructions – How to trick a mythical beast • organising paragraphs around a theme • Using past and present tenses correctly including the progressive form Selected non-fiction texts about Vikings (Link to text) Information leaflet • in non-narrative material, using simple organisational devices (headings & subheadings) • Extending sentences with more than one clause by using a wider range of conjunctions including if, when, because, although	The Lost Happy Endings (Link to Text) Descriptive narrative writing • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • in narratives, creating settings, characters and plot The Lost Happy Endings (Link to Text) Recount • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion The Lost Happy Endings (Link to Text)	Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay (Link to Text) Letter writing • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Mighty mountains and Swirling Seas – Valerie Bloom (Link to Text) Haiku • Perform plays and poetry aloud using intonation, tone, volume and action	The Story of Tutankhamun by Patricia Cleveland-Peck (Link to Text) Newspaper Report • identifying how structure and presentation contribute to meaning The Story of Tutankhamun by Patricia Cleveland-Peck (Link to Text) Brochure • in non-narrative material, using simple organisational devices (headings & subheadings) The Story of Tutankhamun by Patricia Cleveland-Peck (Link to Text) Balanced Argument	Cinderella of the Nile – Marjan Vafaeian (Link to Text) Short setting scene Short character description • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • identifying how language contributes to meaning Slam poetry (Pinda Cake) – Valerie Bloom Rhyming poetry • Perform plays and poetry

	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • in narratives, creating settings, characters and plot • using and punctuating direct speech (i.e. Inverted commas) 		<p>Debate</p> <p>difference between plural and possessive -s</p> <p>Jabberwocky (Link to Text)</p> <p>Nonsense/Free verse poetry</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>Everest (Link to Text)</p> <p>Fact file</p> <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices (headings & subheadings) • retrieve and record information from non-fiction • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • difference between plural and possessive –s • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>aloud using intonation, tone, volume and action</p>
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined. • Practice letter joins linked to spelling patterns • Practise with pen 					

Terminology we want the children to know	<ul style="list-style-type: none"> • Subject, object, subordinating & co-ordinating conjunctions, preposition, conjunction, adverbials, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, vowel letter, inverted comma or speech marks 					
Enrichment Opportunities		Trip to Winchester				