

-Aston Rowant C†E Primary School



Growing together we inspire each other to achieve our full potential as courageous life long learners.

English Long Term Plan Aston Rowant C†E Primary School

The goal of education in Aston Rowant C†E Primary School is to enable our children be **curious** in their approach to learning, to be **courageous** in their attitude to learning, to be empowered to work both **independently** and **collaboratively**, to understand the impact their learning has had on them so far and be inspired to **keep learning**.

Year 3/ 4 CYCLE B

AUTUMN		SPRING		SUMMER	
I SPY WITH MY LITTLE EYE (2024-25)		OPEN THE BOOK (2024-25)		SIGNS & SYMBOLS (2024-25)	
Reading	Writing	Reading	Writing	Reading	Writing
Learning journey Autumn I		Learning journey Spring I		Learning journey Summer I	
Bethany and the Beast / Flamingo Hotel	<p style="text-align: center;">TO ENTERTAIN Narrative Diaries Description</p> <p style="text-align: center;">Arthur and the golden rope & Beowulf</p> <p style="text-align: center;">Focus:</p> <ul style="list-style-type: none"> • select and use punctuation correctly • write sentences with different forms: statement, question, exclamation, command. • use expanded noun phrases to describe and specify including with modifying adjectives [for example, the blue butterfly with sensitive antennae]. • use a range of coordinating conjunctions to create compound sentence • Simple and compound sentences • Y3 To begin to use ideas from their own reading and modelled examples to plan their writing. • To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements • Y4 To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • To proofread consistently and amend their own and others' writing, correcting errors in grammar, 	The boy who grew dragons	<p style="text-align: center;">TO INFORM Explanation Report The Dragon Machine Dragonology Tell me a dragon</p> <p style="text-align: center;">Focus</p> <p style="text-align: center;">Y3: To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p style="text-align: center;">To make deliberate ambitious word choices to add detail.</p> <p style="text-align: center;">To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p style="text-align: center;">Introduce fronted adverbials for time and place</p> <p style="text-align: center;">Y4</p> <p style="text-align: center;">To write a range of narratives and non-fiction pieces using a consistent</p>	Tilly and the time machine	<p style="text-align: center;">TO ENTERTAIN New chapter Street Child</p> <p style="text-align: center;">Focus: Y3</p> <p style="text-align: center;">To punctuate direct speech accurately, including the use of inverted commas.</p> <p style="text-align: center;">To use a range of conjunctions, adverbs and prepositions to showtime, place and cause.</p> <p style="text-align: center;">To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement</p> <p style="text-align: center;">Y4 To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.</p> <p style="text-align: center;">To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>

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	punctuation and spelling and adding nouns/ pronouns for cohesion.		and appropriate structure (Including genre-specific layout devices) To use subordinate clauses, extending the range of sentences with more than one clause by using wider range of conjunctions, which are sometimes in varied positions within sentences Use fronted adverbials appropriately with the comma		To always maintain an accurate tense throughout a piece of writing
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Learning journey Autumn 2		Learning journey Spring 2		Learning journey Summer 2	
The Land of Roar	<p>TO INFORM Explanation Street beneath my feet</p> <p>TO ENTERTAIN Recount Polar Express</p> <p>Focus: Y3 To begin to organise their writing into paragraphs around a theme use organisational devices for non-fiction bullet points note taking To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>Y4 To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader</p>	Poetry books	<p>TO ENTERTAIN New chapter</p> <p>TO PERSUADE Advert/letter The Iron Man</p> <p>A river?</p> <p>Focus: paragraphs inverted commas use subordinating conjunctions in varying positions Y3 To use 'a' or 'an' correctly throughout a piece of writing. To begin to create settings, characters and plot in narratives.</p> <p>Y4 To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere To write a range of narratives that are wellstructured and well-paced. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	Shadow Fox	<p>TO INFORM Explanation PERSUADE Letter ENTERTAIN Description Fox</p> <p>Fantastic Mr Fox Focus: Y3 To compose and rehearse sentences orally (including dialogue) To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Y4 To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>

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