



# Aston Rowant C&E Primary School

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

## Fox 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**.

### Year3/4– 2025-26

| AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2   |
|---|--|--|---|--|--|
| What makes me me?   |  | A sense of belonging   |   | Window on the world  |  |
| Writing journey I   |  | Writing journey I  |   | Writing journey I  |  |
| <p><b>Writing Text</b></p>  <p><b>The Tin Forest - Sentence Level: Expanded noun phrases, cohesion across sentences, past tense, conjunctions</b></p> <p><b>Outcome:</b> Setting description; Diary writing</p> <p><b>Reading / Parallel Text</b><br/>Planet Omar, accidental trouble magnet</p> <p><b>LKS2 Curriculum Objectives:</b><br/>-Plan writing by discussing and recording ideas.<br/>- Draft and write in narratives, creating setting and characters. - Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.<br/>-Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><i>Showing growth:<br/>Children move from identifying nouns/adjectives to using noun</i></p> | <p><b>Writing Text</b></p>  <p><b>Stone Age Boy – Satoshi Kitamura</b><br/><b>Sentence Level: Noun phrases, cohesion across sentences, fronted adverbials.</b><br/><b>Outcome:</b> Narrative in 3 parts – (arrival, cave, hunting/feast)</p> <p><b>Reading/Parallel Text</b><br/>Stig of the Dump – Clive King</p> <p><b>LKS2 Curriculum Objectives:</b><br/>-Plan writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.<br/>-Plan writing by discussing and recording ideas.<br/>- Draft and write in narratives, creating setting and characters. - Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><i>Showing growth:</i></p> | <p><b>Writing Text</b></p>  <p><b>The Chocolate Tree &amp; Rain Player</b><br/><b>Sentence Level:</b> Pronouns subordinate clauses, persuasive writing<br/>Punctuating direct speech.<br/><b>Outcome: Persuasive speech to gods</b></p> <p><b>Sentence Level:</b> Explanations.<br/><b>Outcome:</b> Explanation How chocolate is made</p> <p><b>LKS2 Curriculum Objectives:</b><br/>- Plan writing by discussing and recording ideas.<br/>Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.<br/>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p><i>Showing growth:</i></p> | <p><b>Writing Text (Three writing Journeys)</b></p>  <p><b>The Great Kapok Tree – Lynne Cherry</b><br/><b>Sentence Level :</b>Paragraphing. Cohesion Apostrophes to mark possession.<br/><b>Outcome:</b> Persuasive Narrative – 1<sup>st</sup> Person 'appeal'</p> <p><b>Reading / Parallel Text</b><br/>Fire Girl, Forest Boy – Chloe Daykin</p> <p><b>LKS2 Curriculum Objectives:</b><br/>Plan writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.<br/>-Plan writing by discussing and recording ideas.<br/>- Draft and write in narratives, creating setting and characters. - Draft and write by composing and rehearsing sentences orally, building a varied and rich</p> | <p><b>Writing Text (Three writing Journeys)</b></p>  <p><b>Escape from Pompeii – Christina Balit</b></p> <p><b>Sentence Level:</b> Noun phrases. Prepositions.<br/><b>Outcome:</b> Setting Description – zooming in (macro to micro)</p> <p><b>Sentence Level:</b> Fronted adverbials. Adverbs, conjunctions and prepositions to express time, place and cause.<br/><b>Outcome:</b> Diary/letters with information of events</p> <p><b>Sentence Level :</b>Headings and subheadings. Paragraphing.<br/><b>Outcome:</b> Explanation Text – Volcanoes</p> | <p><b>Writing Text</b></p> <p><b>Firework Maker's daughter – Philip Pullman</b></p>  <p><b>Sentence Level:</b> Adverbs, conjunctions and prepositions to express time, place and cause.<br/>Punctuating direct speech.<br/><b>Outcome:</b> News report – the vanishings.</p> <p><b>Sentence Level:</b> Headings and subheadings. Paragraphing.<br/><b>Outcome:</b> Explanation Text – The 7 Ways of Jalal.</p> <p><b>Sentence Level:</b> Expanded noun phrases. Punctuating direct speech.<br/><b>Outcome:</b> Narrative (based on Chapter 7)</p> <p><b>Reading / Parallel Text:</b><br/>The Outlaw Varjak Paw – S.F Said</p> <p><b>LKS2 Curriculum Objectives:</b></p> |

**G**RATITUDE

**R**ESILIENCE

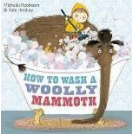
**O**UTREACH

**W**ONDER

**T**RUST

**H**ARMONY

|   |   |  |   |   |   |
|---|---|--|---|---|---|
| <p><i>phrases to create evocative imagery within structured descriptions.</i></p> | <p><i>Progress from single-event descriptions to sequencing a multi-event narrative using conjunctions to vary sentence structure and logical paragraph breaks.</i></p> | <p><i>Progresses non-fiction skills by shifting from persuasive language to formal, factual reporting. Focus on clear layout and information hierarchy..</i></p> | <p>vocabulary and an increasing range of sentence structures.<br/> <b>Draft and write by organising paragraphs around a theme.</b><br/> <i>Showing growth:<br/>         Moves from narrative to non-fiction persuasive writing. Children learn to structure arguments, use rhetorical devices, and tailor language for a specific purpose (persuading a reader to save the rainforest).</i></p> | <p><b>Reading / Parallel Text</b><br/>         Roman Diary – Iliona.<br/> <i>Showing growth<br/>         Focus shifts to sustaining a consistent voice across a longer piece of writing, developing emotional depth beyond simple plot narration.</i></p> | <p><i>-Plan writing by discussing and recording ideas.<br/>         Showing growth<br/>         Culminates in sophisticated narrative writing. Children integrate dialogue correctly and explore more complex themes like perseverance and culture, demonstrating mastery of earlier narrative skills within a more challenging text structure.</i></p> |
|---|---|--|---|---|---|

|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  | <p style="text-align: center;"><b>Writing Text</b></p>  <p><b>How to Wash a Woolly Mammoth</b><br/> <b>Sentence Level:</b> Adverbs, conjunctions and prepositions to express time, place and cause.<br/> <b>Outcome:</b> Instructions 'How to...' with another Stone Age animal.</p> <p><b>Reading / Parallel Text</b><br/> Stig of the Dump – Clive King</p> <p><b>LKS2 Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>- Plan writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- Plan writing by discussing and recording ideas.</li> <li>- Draft and write in non-narrative material by using simple organisational devices (e.g. headings/subheadings).</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>- Use fronted adverbials</li> <li>- Indicate grammatical features by using commas after fronted adverbials.</li> </ul> | <ul style="list-style-type: none"> <li>- Indicate grammatical features by using the possessive apostrophe with plural nouns.</li> </ul> | <ul style="list-style-type: none"> <li>- Draft and write in narratives, creating setting and characters and plot.</li> <li>- Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>- Indicate grammatical features by using and punctuating direct speech.</li> <li>- Draft and write in non-narrative material by using simple organisational devices (e.g. headings/subheadings).</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>- Draft and write by organising paragraphs around a theme.</li> </ul> | <p><b>LKS2 Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>- Plan writing by discussing and recording ideas.</li> <li>- Draft and write in narratives, creating setting and characters and plot.</li> <li>- Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>- Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, although, because).</li> <li>- Draft and write in non-narrative material by using simple organisational devices (e.g. headings/subheadings).</li> <li>- Draft and write by organising paragraphs around a theme.</li> <li>- Use present perfect forms of verbs in contrast to past tense.</li> </ul> | <ul style="list-style-type: none"> <li>- orally, building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- Evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>- Use fronted adverbials</li> <li>- Indicate grammatical features by using commas after fronted adverbials.</li> </ul> |
|--|---|---|---|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

**GRATITUDE**

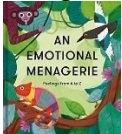


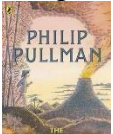
**RESILIENCE**

**OUTREACH**

**WONDER**

**TRUST**

**HARMONY**

| Writing journey 2  |  | Writing journey 2   |  | Writing journey 2 |  |
|--|--|---|--|-------------------|--|
| <p><b>Writing Text</b></p>  <p><b>An Emotional Menagerie: Feelings from A-Z – The School of Life</b></p> <p><b>Sentence Level:</b> Noun phrases<br/> <b>Outcome:</b> Poetry about feelings</p> <p><b>LKS2 Curriculum Objectives:</b><br/> -Plan writing by discussing and recording ideas.<br/> - Draft and write in narratives, creating setting and characters. - Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.<br/> -Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. -Prepare poems to read aloud a perform.<br/> - Recognise some different forms of poetry.</p> <p><b>Reading / Parallel Text</b><br/> Who you Were made to be – Joanna Gaines</p> | <p><b>Writing Text</b></p>  <p><b>Stig of the Dump – Clive King</b></p> <p><b>Sentence Level:</b> Adverbs, conjunctions and prepositions to express time, place and cause. Paragraphing. Expanded Noun phrases for description.<br/> <b>Outcome:</b> Police Report of the Robbery</p> <p><b>LKS2 Curriculum Objectives:</b><br/> - Plan writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.<br/> -Plan writing by discussing and recording ideas.<br/> - Draft and write in non-narrative material by using simple organisational devices (e.g. headings/subheadings).<br/> - Use conjunctions, adverbs and prepositions to express time and cause.<br/> -Use fronted adverbials<br/> - Indicate grammatical features by using commas after fronted adverbials.</p> | <p><b>Writing Text</b></p>  <p><b>Fire Girl, Forest Boy – Chloe Daykin</b></p> <p><b>Sentence Level:</b> Expanded noun phrases. Fronted adverbials.<br/> <b>Outcome:</b> Point of View Narrative – first person account.</p> <p><b>LKS2 Curriculum Objectives:</b><br/> -Plan writing by discussing and recording ideas.<br/> - Draft and write in narratives, creating setting and characters and plot.<br/> - Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.<br/> -Use fronted adverbials<br/> - Indicate grammatical features by using commas after fronted adverbials.<br/> - Draft and write by organising paragraphs around a theme.</p> |  |                   | <p><b>Writing Text</b></p>  <p><b>The Firework-Maker's Daughter – Philip Pullman</b></p> <p><b>Sentence Level:</b> Apostrophes for possession. Adverbs, conjunctions and prepositions to express time, place and cause. Paragraphing. Expanded Noun phrases for description. Punctuating direct speech.</p> <p><b>Outcome:</b> Narrative (pirate scene)</p> <p><b>Sentence Level:</b> similes and metaphors</p> <p><b>Outcome:</b> Poetry –using figurative language (fireworks)</p> <p><b>LKS2 Curriculum Objectives:</b><br/> -Plan writing by discussing and recording ideas.<br/> - Draft and write in narratives, creating setting and characters and plot.<br/> - Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.<br/> -Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. - Indicate grammatical features by using and punctuating direct speech.<br/> -Prepare poems to read aloud a perform.<br/> - Recognise some different forms of poetry.<br/> - Use and understand grammatical terminology accurately and appropriately when discussing writing.</p> |

**GRATITUDE**

**RESILIENCE**

**OUTREACH**

**WONDER**

**TRUST**

**HARMONY**

**GRATITUDE**

**RESILIENCE**

**OUTREACH**

**WONDER**

**TRUST**

**HARMONY**