

Assessment tracker needs to be updated regularly to provide meaningful next steps

Autumn 1 – w/b 8 th September	Spring 1 –w/b 5 th January	Summer 1 – w/b 20 th April
Entertain - Narrative - 2 weeks Entertain – Poetry (Recite – Macmillan Coffee Morning 26th September) - 1 week Inform - Letters for a purpose (look at current affairs e.g. Picture News, News Round etc) then change into e-mail as big change 2 week Entertain - Narrative - 2 weeks (7 Weeks)	Inform - Instructions - 1 week Entertain – Poetry (Recite) - 1 week Persuade – Advertising / Poster - 2 weeks Entertain - Narrative - 2 weeks Speaking and listening (Voice 21) - Podcast - 1 week (7 Weeks)	Inform - Journalistic Writing (Speaking and listening – Include news report)- 2 weeks Inform – Information text – 2 weeks Inform – Book review – based on the shared on the shared reading text - 1 week (5 Weeks)
Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform
Autumn 2 – w/b 3 rd November	Spring 2 – 2 nd March	Summer 2 – w/b 1 st June
Entertain – Poetry (Recite) - 1 week Inform - Recount - Diary entry - 2 weeks Speaking and listening (Voice 21) – w/b 24th November Parliament Week ending in whole school assembly - 1 week Persuade - Persuasive Letter for a purpose (look at current affairs e.g. Picture News, News Round etc) then change into e-mail as big change - 2 week Entertain – Narrative (ending of a narrative (whole school project)) - 1 weeks Speaking and listening developing high oracy throughout Christmas performances (Voice 21) (7 weeks)	Inform - Biography - 2 weeks Entertain - Narrative - 2 weeks Entertain – Poetry (Recite) - 1 week (5 Weeks)	Entertain – Poetry (Write) - 2 weeks Entertain – Description – 1 week Persuade Speaking and listening (Voice 21) – Speech making which will be performed at the end of the year - 4 weeks (7 Weeks)
Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform

*Consider using the shared text as a stimulus for one sequence of writing per half term.

Purpose of writing:		
To Entertain:	To Persuade:	To inform:
• Description: characters and settings • Narrative: myths, other cultures, fantasy, adventure, historical settings • Poetry	• Advertising • Speech • Letter • Poster	• Explanation text • Recounts • Letters • Biography • Journalistic writing • Instructions * To be based on current events/ science curriculum links.

Grammar Term Plan Year 3/4

Autumn 1	Spring 1	Summer 1
Word type expectations. Children to underline in the following sentences: <i>doing verbs including (is, was and were) nouns, determiners, adverbs, adjectives (once taught)</i> Capital Letters and basic punctuation - 1 week Verbs (doing verbs) - 1 week Adverbs - 1 week Fronted adverbials / Adverbial Phrases - 1 weeks Year 2 Spelling rule consolidation to be explicitly taught: adding <i>ed, er, est, y</i> and <i>ing</i> to a root word adding <i>in e</i> with a consonant before it. - 2 week Nouns (common, proper, collective) Determiners (articles and possessives) - 1 week (7 Weeks)	Word type expectations. Children to underline in the following sentences: <i>doing verbs including (is, was and were) nouns, determiners, adverbs, adjectives (once taught)</i> Spelling rules suffixes (<i>-ly -ation</i>) - 1 week Recap previously taught spelling rules as a starter. Subordinating conjunctions - complex sentences - 2 weeks Apostrophes for contraction - 1 week Apostrophes for possession - 1 week Word types, focusing on subject, verb object linked to sentence structure - 1 week Noun phrases - 1 week (7 Weeks)	Word type expectations. Children to underline in the following sentences: <i>doing verbs including (is, was and were) nouns, determiners, doing verbs, nouns, determiners, adverbs, adjectives, subordinating conjunctions, co-ordinating conjunctions, prepositions (once taught) Continue with subject, verb object sentence structure.</i> Spelling rule (<i>- sure or -ture and -ous</i>) - 2 weeks Subordinating conjunctions - complex sentences - 1 week Adverbs, Adverbials and fronted adverbials - 1 weeks (4 Weeks)
Autumn 2	Spring 2	Summer 2
Word type expectations. Children to underline in the following sentences: <i>doing verbs including (is, was and were) nouns, determiners, adverbs, adjectives</i> Spelling rule prefixes (<i>il, im, ir, re, sub, inter, super, anti, auto</i>) - 2 weeks Co-ordinating conjunctions - compound sentences - 1 week Subordinating conjunctions - complex sentences - 2 weeks Apostrophes for contraction - 1 weeks (6 Weeks)	Word type expectations. Children to underline in the following sentences: <i>doing verbs, nouns, determiners, adverbs, adjectives, subordinating conjunctions, co-ordinating conjunctions, (once taught). Continue with subject, verb object sentence structure.</i> Spelling rule (<i>-tion, -ssion, -cian, sion</i>) - 2 weeks Recap previously taught spelling rules as a starter. Prepositions - 1 week Adverbs, Adverbials and fronted adverbials - 1 weeks Speech (Inverted commas) - 2 weeks (6 weeks)	Word type expectations. Children to underline in the following sentences: <i>doing verbs including (is, was and were) nouns, determiners, doing verbs, nouns, determiners, adverbs, adjectives, subordinating conjunctions, co-ordinating conjunctions, prepositions, Continue with subject, verb object sentence structure.</i> Questions, statement, commands - 2 week Sentence types (simple, complex, compound) - 1 weeks Word types - 1 weeks Adverbials- 1 week Expanded Noun phrases - 1 week Speech - 1 week (7 Weeks)

Reading comprehension Long Term Plan Year 3/4

For Spring and Summer, a review of all skills must be taught across the terms.

Autumn 1	Spring 1	Summer 1
At least three questions related to the taught skill, where needed for adaptation this can be in a different colour to support children. Because not all questions are around the taught skill, there needs to be a lot of emphasis around identifying the wording to identify the question type. 2b - Retrieve and record information / identify key details (1 week) 2b - Retrieve and record information / identify key details (1 week) 2b - Retrieve and record information / identify key details (1 week) 2d - make inferences from the text / explain and justify inferences with evidence from the text (1 week) 2d - make inferences from the text / explain and justify inferences with evidence from the text (poetry- 1 week) 2a - give / explain the meaning of words in context (1 week) 2a - give / explain the meaning of words in context (1 week) (7 weeks)	2f - identify / explain how information / narrative content is related and contributes to meaning as a whole (1 week) 2b - Retrieve and record information / identify key details (1 week) 2h - make comparisons within the text (1 week) 2d - make inferences from the text / explain and justify inferences with evidence from the text (1 week) 2g - identify / explain how meaning is enhanced through choice of words and phrases (1 week) 2a - give / explain the meaning of words in context (1 week) 2d - make inferences from the text / explain and justify inferences with evidence from the text (1 week) (7 weeks)	Variety of all questions but mostly made up of 2a, 2b, 2d At least one poetry to be used per half term. (4 weeks)
Autumn 2	Spring 2	Summer 2
At least three questions related to the taught skill, where needed for adaptation this can be in a different colour to support children. Because not all questions are around the taught skill, there needs to be a lot of emphasis around identifying the wording to identify the question type. 2d - make inferences from the text / explain and justify inferences with evidence from the text (1 week) 2b - Retrieve and record information / identify key details (1 week) 2c - summarise main ideas from more than one paragraph (1 week) 2c - summarise main ideas from more than one paragraph (1 week)	Variety of all questions but mostly made up of 2a, 2b, 2d. At least one poetry to be used per half term. (6 weeks)	Variety of all questions but mostly made up of 2a, 2b, 2d. At least one poetry to be used per half term. (7 weeks)

2a - give / explain the meaning of words in context

(1 week)

2e - predict what might happen from details stated and implied

(1 week)

(6 weeks)

Year 3/4 - Books to be covered in Shared Reading Sessions or as a class read

Every half term each class should read: *a specific text type, an award winner, Learn a poem to recite and Read sections of non-fiction*

Autumn 1	Spring 1	Summer 1
Specific text type Complexity of the Narrator: Choose at least one of the following The Case of the Lost Boy - Dori Hillestad Butler - 124 pages Toys Go Out - Emily Jenkins - 117 pages Woof - Allan Ahlberg 160 pages	Specific text type Archaic: Choose at least one of the following The Velveteen Rabbit - Margery Williams - 48 pages The Emperor's New Clothes - Hans Christian Anderson 26 pages The Little Match Girl - Hans Christian Anderson - 54 pages Pippi Longstocking - Astrid Lindgren - 144 pages	Specific text type Resistant Texts: Choose at least one of the following The Mysteries of Harris Burdick - Chris Van Allsburg - 32 pages
Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids Tyger - SF Said - 308 pages (British Book Award for Children's Fiction Book of the Year 2023) The Skylarks War - Hilary McKay - 320 pages (Costa award 18)	Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids The Light Jar - Lisa Thompson - 304 pages (SL chn book award 19) When Life Gives You Mangos - Karine Gettin (Blue Peter Shortlist)	Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids Dead Man's Cove - Lauren St. John - 224 pages (Blue Peter 2011) The Middler - K Applebaum - 256 pages (Branford Boase Award 20)
Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform
How Doth the Little Crocodile - Lewis Carroll - 1865 Dream Variations - Langston Hughes - 1926	Catch a Little Rhyme - Eve Merriam - 1999 There Was a Young Lady Whose Nose and There Was an Old Man With a Beard - Edward Lear - 1920	Something Told the Wild Geese - Rachel Field - 1920 From a railway carriage - Robert Louis Stevenson - 1884
Non Fiction: Books that contain facts or use texts/extracts from previously taught from across the curriculum.	Non Fiction: Books that contain facts or use texts/extracts from previously taught from across the curriculum.	Non Fiction: Books that contain facts or use texts/extracts from previously taught from across the curriculum.
The Book of time - Kathrin Koller	The London Underground: 50 things to see and do - Vicky Pipe	You can save the planet - 101 ways you can make a difference - J A Wines
Autumn 2	Spring 2	Summer 2
Specific text type Non-Linear Time Sequences: Choose at least one of the following Fortunately the Milk - Neil Gaiman - 160 pages Dominic Grows Sweetcorn - Mandy Ross - 32 pages The Legend of Captain Crow's Teeth - Eoin Culfer - 112 pages The Butterfly Lion - Michael Morpurgo - 128 pages Farm Boy - Michael Morpurgo - 112 pages	Specific text type Complexity of Plot/Symbol: Choose at least one of the following Love That Dog - Sharon Creech - 112 pages The Molehouse Cat - Antonia Barber - 40 pages The Tunnel - Anthony Browne - 32 pages	Specific text type Complexity of the Narrator: Choose at least one of the following 5 Realms: Legend of Podkin One-Ear - Keiran Larwood - 288 pages The World According to Humphrey - Betty G. Bimey - 160 pages Nim's Island - Wendy Orr - 128 pages
Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids When the Sky Falls - Phil Earle	Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids The Land of never endings - Kate Saunders - 336 pages (lovereading 17) Amari and the Night Brothers - B.B. Alstone 384 (Waterstones Childrens Book Prize)	Award winners: New fiction that has recently won an award Choose at least one of these or one from the website lovereading4kids The children of Castle Rock - Natasha Farrant - 320 pages (UKLA19) Sky Dancer - Gill Lewis - 272 pages - (UKLA19)
Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform	Poetry: Learn one of the poems to recite and perform

Ducks Ditty - Kenneth Grahame - 1908 Walking with my Iguana - Brian Moses - 2000	Topsy Turvy World - William Brightly Rands - 1871 Please Mrs Butler - Allan Ahlberg - 1983	You Are Old Father William - Lewis Carroll - 1865 Life doesn't frighten me - Maya Angelou - 1993
Non Fiction: Books that contain facts or use texts/extracts from previously taught from across the curriculum.	Non Fiction: Books that contain facts or use texts/extracts from previously taught from across the curriculum.	Non Fiction: Books that contain facts or use texts/extracts from previously taught from across the curriculum.
Work it Girl - Mae Jemison	Flower Power: The magic of nature's healers - Christine Paxman	The National Trust - 50 things you should do before you're 11 $\frac{3}{4}$ - Tom Percival