

BARNSTON PRIMARY SCHOOL MEDIUM TERM PLANNING SUMMER



SUBJECT: English

YEAR GROUP: 3/4

YEAR IN CYCLE: 1

	NATIONAL CURRICULUM	ADDITIONAL SCHOOL CURRICULUM
Summer Term	<p>Spelling</p> <p>Use further prefixes and suffixes and understand how to add them spell words that are often misspelt. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Reading</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology); both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Recognising some different forms of poetry [for example, free verse, narrative poetry]. • Using dictionaries to check the meaning of words that they have read. 	<p>Children to be given spellings weekly for these to be practised and write a sentence for each word.</p> <p>Children to practise handwriting every week during additional literacy.</p> <p>Through use of spelling work and comprehension to find meanings of words in additional literacy.</p> <p>Children to have one guided reading session a week to practise these skills.</p>

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Discussing words and phrases that capture the reader's interest and imagination.

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding of a text.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Use further prefixes and suffixes and understand how to add them.

Spell words that are often misspelt.

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Children to learn about shape and acrostic poems and be able to identify the common features of each of these. Look at rhyming couplets and verses of a poem.

Children to create acrostic poems based upon a chosen animal in the rainforest.

Persuasive writing (linked to rainforest topic) about the impact of deforestation (writing an argument) using the books: Where the forest meets the sea by Jeannie Baker and The vanishing rainforest by Richard Pratt.

Book study of two books from the same author – The Great Kapok Tree/ The Shaman's Apprentice by Lynn Cherry. Writing a letter, writing a story from a person's point of view and creative writing.

Information texts produced about the different layers of the rainforest and the flora and fauna found at each layer.

Evaluate and edit by:

- Assessing the effectiveness of their own and others’ writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Develop their understanding of the concepts set out in English Appendix 2 by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.
- Learning the grammar for Years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- Using commas after fronted adverbials.
- Using and punctuating direct speech.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Children to self and peer-assess work.

ENTERPRISE

SOCIAL, SPIRITUAL, MORAL & CULTURAL

SCHOOL DRIVERS

Delivered through cross-curricular links (See Rainforests MTP).
 Children to independently self-assess theirs and their partners work.
 Children to develop the understanding of applying their skills across the curriculum.
 Children to understand the need to write for the reader – whether it is parents, teachers, helpers or other children.
 Children to take responsibility of their presentation and content of their work.

I can work with my partner.
 I can share ideas with my group.
 I can work as part of a team.
 I can work responsibility with other people.
 I can respect the opinions of other people.
 I can take turns speaking.
 I can be conscientious listener.