



## Long Term English Plan KS2

CYCLE A						
YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Back in Time Adventures	Stone Age to Iron Age	Life on the Wall	Take Action!	Anglo Saxon Myths & Legend	Rockcliffe Film Festival
<b>Context</b> (entitlement and enrichment)	Through exploration of texts in which the central characters travel back in time, children will use the Stone Age as a setting for their own stories.	Children develop their skills in writing non-fiction texts, creating <b>non-chronological reports</b> using research gathered during topic lessons to create a non-chronological report about the Stone Age. They plan their own set of <b>instructions</b> about washing a woolly mammoth.	Children's cross-curricular study of Roman Britain provides opportunities for both narrative and non-fiction writing. Children write in role through <b>letters, diary entries, fictional recounts</b> Pupils will design and publishing a double-page spread for an information book on an aspect of Roman Britain.	During this half-term, International Women's Day and Earth Hour provide the children with several incidental writing opportunities in a range of genres. They begin by writing <b>biographies, and recounts</b> about famous female activists. They follow this up by writing <b>persuasively</b> on a number of issues.  Earth Hour provides the inspiration for writing <b>poetry for change</b> .	<i>Anglo Saxon Myths and Legends</i> inspires writing own <b>local legend</b> with a perilous journey or quest for the hero, where they have the opportunity to demonstrate and consolidate their Y3 learning and skills as a writer.	Children enter their final half-term by developing their <b>performance and play-writing</b> techniques. They move on to creating mystery stories, using the familiar setting of Rockcliffe for scene-setting and building tension and suspense.
<b>Writing outcomes</b> Across each term, pupils will write six extended, independent outcomes using skills taught.	1. A character description of the boy or girl from Stone Age 2. A back-in-time adventure - 'The Day I fell into the Stone Age' 3. A story ending for 'Stig of the Dump'	4. A non-chronological report 'The Whitleyosaurus' 5. A report for the News Guardian about a local find of prehistoric artefacts 6. Instructions on how to wash a woolly mammoth	1. A postcard from a Roman soldier (following a visit to Vindolanda Fort and workshop on the Vindolanda tablets) 2. A double page for a Dorling Kindersley book about Roman Britain 3. A diary of a Roman	4. <i>A persuasive news article on climate action, 'How Dare You!' (inspired by Greta's famous speech)</i> 5. <i>A letter to persuade Rockcliffe families to buy Fairtrade</i> 6. <i>A poem about change</i>	1. A local legend - 'The Whitley Worm' 2. A quest story - The Tynemouth Diamond (based on the local legend of Jingling Geordie) 3. A non-chronological report - Dragonology	4. A storyboard leading to a local adventure story 'The Blue Balloon' (inspired by the wordless French film, 'The Red Balloon') 5. A mystery and suspense story – 'The Secret Room', inspired by the bricked-up window at Rockcliffe



# Rockcliffe First School

			soldier			6. A playscript adaptation of a chapter of 'The Invention of Hugo Cabret'
<b>Key skills - Writing</b> (breadth and balance)	<b>Taught skills</b> Begin to use inverted commas to punctuate direct speech Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel Expressing <u>time</u> using conjunctions Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Begin to use adverbs to express time (including those with -ly) Begin to use prepositions (such as before, after, during, in, because of)	<b>Taught skills</b> Begin to use headings and sub-headings to aid presentation Be introduced to paragraphs as a way to group related material (use a topic sentence and related sentences) Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel Expressing <u>time</u> using conjunctions Begin to use adverbs to express time (including those with -ly) Begin to use prepositions (such as before, after, during, in, because of)	<b>Taught skills</b> Be introduced to paragraphs as a way to group related material (use a topic sentence and related sentences) Use of the forms a or an according to whether the next word begins with a consonant or a vowel Expressing <u>time</u> and <u>place</u> using conjunctions Begin to use adverbs to express <u>time</u> and <u>place</u> (including those with -ly) Use a greater range of prepositions Be introduced to the present perfect form of verbs instead of the simple past	<b>Taught skills</b> Practise using paragraphs as a way to group related material (use a topic sentence and related sentences) Expressing <u>time, place</u> and <u>cause</u> using conjunctions Begin to use adverbs to express <u>time</u> and <u>place</u> (including those with -ly) Use a greater range of prepositions	<b>Taught skills</b> Further practise use of inverted commas to punctuate speech Use headings and sub-headings to aid presentation Use paragraphs to group related material – aim for topic sentence and at least 3 supporting sentences) Expressing <u>time, place</u> and <u>cause</u> using conjunctions Begin to use adverbs to express <u>time, place</u> and <u>manner</u> (including those with -ly) Use a greater range of prepositions Be introduced to the present perfect form of verbs instead of the simple past	<b>Taught skills</b> Embed use of inverted commas to punctuate speech Expressing <u>time, place</u> and <u>cause</u> using conjunctions Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Begin to use adverbs to express <u>time, place</u> and <u>manner</u> (including those with -ly) Use a greater range of prepositions Be introduced to the present perfect form of verbs instead of the simple past
<b>Key skills - Reading</b> (breadth and balance)	<b>All units of work will include the following elements:</b> <ul style="list-style-type: none"> <li>Recognise, listen to, and discuss a wide range of fiction and non-fiction</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Recognise some features of the text that relate to its historical setting or social or cultural background.</li> <li>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives.</li> </ul>					



# Rockcliffe First School

	<ul style="list-style-type: none"> <li>• Use dictionaries glossaries and indexes to check meaning of words they have read</li> <li>• Check that the text makes sense to them, discussing their understanding and working out the meaning of words in context</li> <li>• Retrieve and record information from non-fiction including extracting information from tables and charts</li> <li>• Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>• Identify a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc</li> <li>• Analyse and compare plot structure</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Read 'between the lines' and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader and justifying predictions using evidence from the text</li> </ul>					
<b>Text type and key texts</b> (breadth and balance)	<b>Fiction: Back in Time Adventures</b> Stone Age Boy – Satoshi Kitamura Stig of the Dump – Clive King The Secret Cave: Discovering Lascaux – Emily Arnold McCully	<b>Fiction:</b> How to Wash a Woolly Mammoth – Michelle Robinson & Kate Hindley <b>Nonfiction:</b> Range of non-fiction books about The Stone Age to Iron Age, The Secrets of Stonehenge & Stone Age, Bone Age (Mick Manning & Brita Granström)	<b>Fiction: Myths</b> Romans on the Rampage (Jeremy Strong), The Orchard Book Of Roman Myths (Geraldine McCaughrean & Emma Chichester Clark) <b>Nonfiction:</b> Selection from SLS about Ancient Rome and Roman Britain	<b>Nonfiction:</b> Information texts about environmental issues & human rights: We Are All Born Free: The Universal Declaration of Human Rights in Pictures (Amnesty International), What A Waste: Rubbish, Recycling, and Protecting our Planet (Jess French), No One Is Too Small to Make a Difference – Greta Thunberg <b>Fiction:</b> Malala's Magic Pencil – Malala Yousafzai <b>Poetry:</b> Poetry for a Change anthology, All the Wild Wonders (Various Poets, Wendy Cooling – Editor & Piet Grobler – Illustrator)	<b>Fiction: Myths and Legends</b> Illustrated Tales of King Arthur (Sarah Courtauld & Natasha Kuricheva), The Buried Crown (Ally Sherrick), The Princess Who Hid in a Tree (Jackie Holderness), <i>various local legends</i> <b>Poetry:</b> Crazy Camelot: Excalibur the Magic Sword (Tony Mitton – Hachette Books) <b>Non-fiction texts:</b> Selection about Anglo Saxons and Scots, The History Detective Investigates: Anglo-Saxons (Neil Tonge)	<b>Fiction: Stories adapted for the 'Big Screen'</b> The Invention of Hugo Cabret (Brian Selznick), The Iron Man (Ted Hughes), Jumanji (Chris Van Allsburg) <b>Poetry:</b> Buttons (Robert Peake) <b>Nonfiction:</b> Children's Book of Cinema (Dorling Kindersly)



# Rockcliffe First School

<b>Assessment opportunities</b> (formative and summative)	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces
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CYCLE B						
YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Amazing Americas	Into the Forest	Ancient Greece	Take Action!	The Firework Maker's Daughter	Rockcliffe Poetry Festival
<b>Context</b> (entitlement and enrichment)	Through exploration of texts linked to the experiences of indigenous people, European settlers and enslaved people, children will write in role through <b>letters, diary entries, recounts and reports</b> . They will consider sentence structure and organizational features to plan and write their own texts.	Children move on to exploring the forest as a setting for stories. They write a <b>'twisted' fairy tale</b> with characters who represent the archetypal opposites and a series of events and, in which good eventually triumphs over evil.  They further develop their skills in writing non-fiction texts, creating non- <b>chronological reports</b> using research gathered during topic lessons. They write reports about the rainforest and its creatures, including a	Children's cross-curricular study of Ancient Greece provides opportunities for both narrative and non-fiction writing. They begin by writing a <b>myth</b> with a long and dangerous journey or quest for the hero. Include text type features and focus skills, such as rich vocabulary; use of imagery; vivid description; use of symbols.  They produce info texts about Greece, showing greater awareness of the impact of structure and layout on the page.	Write an <b>explanation of the chocolate making process</b> in which the steps or phases of the process are explained logically, in order and are organised into paragraphs. It is written in the simple present tense, using temporal and causal connectives and features a title and images or a diagram.	Children begin the Summer term with narrative writing based on <i>The Firework Maker's Daughter</i> , building up to writing their own <b>adventure story which includes a setting in another culture</b> , where they have the opportunity to demonstrate and consolidate their Y3 learning and skills as a writer. Their story describes a series of exciting events leading to a high impact resolution, building excitement as the hero faces and overcomes adversity. Clues are given to a setting in another culture and	Children enter their final half-term by developing their <b>performance and poetry</b> writing techniques. They explore rhythm, rhyme and repetition in poems from the text <i>Poems Aloud</i> and other fun poems. They learn to use fronted adverbials and homophones in sentences and write their own poem inspired by the local environment. They select one of their poems to learn and perform.



# Rockcliffe First School

		<b>persuasive letter</b> , detailing the environmental threats faced.			they use of an effective blend of action, dialogue and description.	
<b>Writing outcomes</b> Across each term work, pupils will write six extended, independent outcomes using skills taught.	<b>Children will write:</b> 1. A diary entry as Jessie; an early European immigrant to New York 2. <i>A biography of Harriet Tubman</i> 3. A speech that describes the world they would like to live in (inspired by Martin Luther King) – ‘I have a dream...’	<b>Children will write:</b> 4. A non-chronological report about a newly discovered rainforest creature – ‘The Sneaglegator’. 5. <i>A persuasive letter from a Rainforest tribe to the world</i> 6. An innovation of the Red Riding Hood tale; given a rainforest setting	<b>Children will write:</b> 1. A description of a mythical creature 2. <i>A retelling of a Greek myth</i> 3. Their own Greek Myth	<b>Children will write:</b> 4. An explanation text about the journey of chocolate from bean to bar 5. <i>A letter to persuade Rockcliffe families to buy Fairtrade</i> 6. An information leaflet about Fairtrade	<b>Children will write:</b> 1. A quest story about a journey to the Sea Goblin’s Grotto, to seek the Golden Conch 2. <i>Write a Journey story based on Aaron Becker’s book of the same name</i> 3. <i>A quest story - The Quest for the Tynemouth Diamond</i>	<b>Children will write:</b> 4. A poem with rhyming couplets 5. An acrostic poem 6. <i>A poem, using a structure they have learnt, celebrating Whitley Bay</i>
<b>Key skills - Writing</b> (breadth and balance)	<b><u>Taught skills</u></b> <b>Begin to use inverted commas to punctuate direct speech</b> <b>Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel</b> <b>Expressing <u>time</u> using conjunctions</b> Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Begin to use adverbs to express time (including those with -ly)	<b><u>Taught skills</u></b> Begin to use headings and sub-headings to aid presentation Be introduced to paragraphs as a way to group related material (use a topic sentence and related sentences) <b>Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel</b> <b>Expressing <u>time</u> using conjunctions</b> Begin to use adverbs to express time (including those with -ly)	<b><u>Taught skills</u></b> Be introduced to paragraphs as a way to group related material (use a topic sentence and related sentences) <b>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</b> <b>Expressing <u>time</u> and <u>place</u> using conjunctions</b> Begin to use adverbs to express <u>time</u> and <u>place</u> (including those with -ly) <b>Use a greater range of</b>	<b><u>Taught skills</u></b> Practise using paragraphs as a way to group related material (use a topic sentence and related sentences) <b>Expressing <u>time, place</u> and <u>cause</u> using conjunctions</b> Begin to use adverbs to express <u>time</u> and <u>place</u> (including those with -ly) <b>Use a greater range of prepositions</b>	<b><u>Taught skills</u></b> <b>Further practise use of inverted commas to punctuate speech</b> Use headings and sub-headings to aid presentation Use paragraphs to group related material – aim for topic sentence and at least 3 supporting sentences) <b>Expressing <u>time, place</u> and <u>cause</u> using conjunctions</b> Begin to use adverbs to express <u>time, place</u> and <u>manner</u> (including those with -ly) <b>Use a greater range of prepositions</b> Be introduced to the	<b><u>Taught skills</u></b> <b>Embed use of inverted commas to punctuate speech</b> <b>Expressing <u>time, place</u> and <u>cause</u> using conjunctions</b> Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Begin to use adverbs to express <u>time, place</u> and <u>manner</u> (including those with -ly) <b>Use a greater range of prepositions</b> Be introduced to the





# Rockcliffe First School

	Begin to use prepositions (such as before, after, during, in, because of)	Begin to use prepositions (such as before, after, during, in, because of)	prepositions Be introduced to the present perfect form of verbs instead of the simple past		Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot Use a greater range of prepositions	present perfect form of verbs instead of the simple past
<b>Key skills - Reading</b> (breadth and balance)	<b>All units of work will include the following elements:</b> <ul style="list-style-type: none"> <li>Recognise, listen to, and discuss a wide range of fiction and non-fiction</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Recognise some features of the text that relate to its historical setting or social or cultural background.</li> <li>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives.</li> <li>Use dictionaries glossaries and indexes to check meaning of words they have read</li> <li>Check that the text makes sense to them, discussing their understanding and working out the meaning of words in context</li> <li>Retrieve and record information from non-fiction including extracting information from tables and charts</li> <li>Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>Identify a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc</li> <li>Analyse and compare plot structure</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Read 'between the lines' and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader and justifying predictions using evidence from the text</li> </ul>					
<b>Text type and key texts</b> (breadth and balance)	<b>Fiction: Issues and dilemmas</b> leading to discussion in NF – Shi-shi-etko and Shin-chi's Canoe (Nicola I. Campbell), When Jessie Came Across the Sea, (Amy Hest), Coming to England, (Floella Benjamin). <b>Nonfiction texts about:</b> Harriet Tubman, Rosa Parks and Martin Luther King	<b>Fiction: Traditional Tales</b> The Great Kapok Tree & The Shaman's Apprentice (Lynne Cherry), Into the Forest (Anthony Browne), Little Red Riding Hood (Perrault & Brothers Grimm) <b>Poetry:</b> Little Red Riding Hood and the Wolf (Roald Dahl) <b>Nonfiction texts</b>	<b>Fiction: Myths</b> The Orchard Book of Greek Myths (Geraldine McCaughrean & Emma Chichester Clark) <b>Poetry:</b> Falling Out of the Sky: Poems about Myths and Monsters (Edited by Rachel Piercey & Emma Wright) <b>Nonfiction:</b> Selection about Ancient Greece	<b>Non-fiction: Information texts</b> Explore!: Fair Trade (Jillian Powell), Chocolate: from Bean to Bar (Anita Ganeri), Fair Trade First (Sarah Ridley)	<b>Fiction: Set in another culture</b> The Firework Maker's Daughter (Phillip Pullman)	<b>Fiction: Poetry</b> Poems Aloud, (Joseph Coelho)





CYCLE A						
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Back in Time Adventures	Stone Age to Iron Age	Life on the Wall	Take Action!	Anglo Saxon Myths & Legend	Rockcliffe Film Festival
<b>Context</b> (entitlement and enrichment)	<p>Through exploration of texts in which the central characters travel back in time, children will use the Stone Age as a setting for their own stories.</p> <p>They begin by writing a <b>back in time adventure</b> with a journey into the past for their central character. Include text type features and focus skills, such as rich vocabulary; use of imagery; vivid description.</p>	<p>Children develop their skills in writing non-fiction texts, creating <b>non-chronological reports</b> using research gathered during topic lessons to create a non-chronological report about the Stone Age.</p> <p>They plan their own set of <b>instructions</b> about washing a woolly mammoth and then draft, edit and present their final written outcome.</p>	<p>Children's cross-curricular study of Roman Britain provides opportunities for both narrative and non-fiction writing.</p> <p>Children write in role through <b>letters, diary entries, fictional recounts</b> They will consider sentence structure and organizational features to plan and write their own texts.</p> <p>They continue to build on skills in <b>non-fiction</b> from last term, designing and publishing a double-page spread for an information book on an aspect of Roman Britain.</p>	<p>During this half-term, International Women's Day and Earth Hour provide the children with several incidental writing opportunities in a range of genres. They begin by writing <b>biographies, and recounts</b> about famous female activists, in which events are explained, in order and are organised into paragraphs. They write in the simple past and present perfect tenses, using temporal and causal connectives and using organisational features such as a title and subheadings. They follow this up by writing <b>persuasively</b> on a number of issues.</p> <p>Earth Hour provides the inspiration for writing <b>poetry for change</b>. Children read,</p>	<p>Children begin the Summer term with narrative writing inspired by <i>Anglo Saxon Myths and Legends</i> building up to writing their own <b>local legend</b> with a perilous journey or quest for the hero, where they have the opportunity to demonstrate and consolidate their Y3 learning and skills as a writer. Their story describes a series of exciting events leading to a high impact resolution, building excitement as the hero faces and overcomes adversity. Clues are given to a local setting in and they use of an effective blend of action, dialogue and description.</p>	<p>Children enter their final half-term by developing their <b>performance and play-writing</b> techniques. They learn to use dialogue, tense, pronouns. They role-play, write and perform their own play scripts inspired by the local coastal environment.</p> <p>They move on to creating mystery stories, using the familiar setting of Rockcliffe for scene-setting and building tension and suspense.</p>





# Rockcliffe First School

				discuss and perform poems about change. They study prepositions and expanded noun phrases, before planning, writing and publishing a poem on this theme.		
<b>Writing outcomes</b> Across each term, pupils will write six extended, independent outcomes using skills taught.	1. A character description of the boy or Om from Stone Age boy 2. A back-in-time adventure - 'The Day I fell into the Stone Age' 3. A story ending for 'Stig of the Dump'	4. A non-chronological report 'The Whitleyosaurus' 5. A report for the News Guardian about a local find of prehistoric artefacts 6. Instructions on how to wash a woolly mammoth	1. A postcard from a Roman soldier (following a visit to Vindolanda Fort and workshop on the Vindolanda tablets) 2. A double page for a Dorling Kindersley book about Roman Britain 3. A diary of a Roman soldier	4. A <i>persuasive news article on climate action, 'How Dare You!'</i> (inspired by Greta's famous speech) 5. A <i>letter to persuade Rockcliffe families to buy Fairtrade</i> 6. A <i>poem about change</i>	1. A local legend - 'The Whitley Worm' 2. A quest story - The Tynemouth Diamond (based on the local legend of Jingling Geordie) 3. A non-chronological report - Dragonology	4. A storyboard leading to a local adventure story 'The Blue Balloon' (inspired by the wordless French film, 'The Red Balloon') 5. A mystery and suspense story – 'The Secret Room', inspired by the bricked-up window at Rockcliffe 6. A playscript adaptation of a chapter of 'The Invention of Hugo Cabret'
<b>Key skills - Writing</b> (breadth and balance)	<u><b>Taught skills</b></u> Begin to use other punctuation in addition to inverted commas to indicate direct speech To begin to place the possessive apostrophe accurately in words with <b>regular</b> plurals In non-narrative material, use simple organisational devices	<u><b>Taught skills</b></u> To begin to place the possessive apostrophe accurately in words with <b>regular</b> plurals In non-narrative material, further practice the use of simple organisational devices Continue to extend the range of sentences	<u><b>Taught skills</b></u> To begin to place the possessive apostrophe accurately in words with <b>regular</b> plurals In non-narrative material, use a growing range of simple organisational devices, including bullet points Extend the range of sentences with more	<u><b>Taught skills</b></u> Place the possessive apostrophe accurately in words with <b>irregular</b> plurals In non-narrative material, use more organisational devices, including bullet points, with confidence Extend the range of sentences with more	<u><b>Taught skills</b></u> Practise use of other punctuation in addition to inverted commas to indicate direct speech Place the possessive apostrophe accurately in words with <b>irregular</b> plurals In non-narrative material, use a range of simple organisational	<u><b>Taught skills</b></u> Embed use of other punctuation in addition to inverted commas to indicate direct speech Place the possessive apostrophe accurately in words with <b>irregular</b> plurals Choose from a range of conjunctions to create sentences with more



# Rockcliffe First School

	<p>such as sub-headings and headings</p> <p>Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – main clause + subordinating clause</p> <p>Organise paragraphs around a theme in narratives, creating settings, characters and plot to create cohesion across text</p> <p>Begin to use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Begin to use fronted adverbials including the use of commas</p> <p>Continue to learn the present perfect form of verbs instead of the simple past</p> <p>Begin to choose pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>with more than one clause by using a wider range of conjunctions, including when, if, because, although - main clause + subordinating clause</p> <p>Organise paragraphs around a theme in narratives, creating settings, characters and plot to create cohesion across text</p> <p>Begin to use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Begin to use fronted adverbials including the use of commas</p> <p>Begin to choose nouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Begin to distinguish the differences between Standard English and non-Standard English</p>	<p>than one clause by using a wider range of conjunctions – subordinating clause + main clause</p> <p>Organise paragraphs around a theme in narratives to create cohesion across text</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Continue to use fronted adverbials including the use of commas</p> <p>Continue to learn the present perfect form of verbs instead of the simple past</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>than one clause by using a wider range of conjunctions – subordinating clause + main clause</p> <p>Organise paragraphs around a theme in narratives to create cohesion across text</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Continue to use fronted adverbials including the use of commas</p> <p>Begin to distinguish the differences between Standard English and non-Standard English</p>	<p>devices with confidence</p> <p>Choose from a range of conjunctions to create sentences with more than one clause</p> <p>Organise paragraphs around a theme in narratives to create cohesion across text</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose when to use fronted adverbials with commas for emphasis or to express time, place or manner</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Begin to distinguish the differences between Standard English and non-Standard English</p>	<p>than one clause</p> <p>Organise paragraphs around a theme in narratives to create cohesion across text</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose when to use fronted adverbials with commas for emphasis or to express time, place or manner</p> <p>Continue to learn the present perfect form of verbs instead of the simple past</p> <p>Begin to distinguish the differences between Standard English and non-Standard English [for example, in writing dialogue for characters]</p>
Key skills - Reading (breadth)	<p><b>All units of work will include the following elements:</b></p> <ul style="list-style-type: none"> <li>Recognise, listen to, and discuss a wide range of fiction and non-fiction</li> </ul>					



# Rockcliffe First School

and balance)	<ul style="list-style-type: none"> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Recognise some features of the text that relate to its historical setting or social or cultural background.</li> <li>• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives.</li> <li>• Use dictionaries glossaries and indexes to check meaning of words they have read</li> <li>• Check that the text makes sense to them, discussing their understanding and working out the meaning of words in context</li> <li>• Retrieve and record information from non-fiction including extracting information from tables and charts</li> <li>• Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>• Identify a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc</li> <li>• Analyse and compare plot structure</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Read 'between the lines' and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader and justifying predictions using evidence from the text</li> </ul>					
<b>Text type and key texts</b> (breadth and balance)	<b>Fiction: Back in Time Adventures</b> Stone Age Boy – Satoshi Kitamura Stig of the Dump – Clive King The Secret Cave: Discovering Lascaux – Emily Arnold McCully	<b>Fiction:</b> How to Wash a Woolly Mammoth – Michelle Robinson & Kate Hindley <b>Nonfiction:</b> Range of non-fiction books about The Stone Age to Iron Age, The Secrets of Stonehenge & Stone Age, Bone Age (Mick Manning & Brita Granström)	<b>Fiction: Myths</b> Romans on the Rampage (Jeremy Strong), The Orchard Book Of Roman Myths (Geraldine McCaughrean & Emma Chichester Clark) <b>Nonfiction:</b> Selection from SLS about Ancient Rome and Roman Britain	<b>Nonfiction:</b> Information texts about environmental issues & human rights: We Are All Born Free: The Universal Declaration of Human Rights in Pictures (Amnesty International), What A Waste: Rubbish, Recycling, and Protecting our Planet (Jess French), No One Is Too Small to Make a Difference – Greta Thunberg <b>Fiction:</b> Malala's Magic Pencil – Malala Yousafzai <b>Poetry:</b> Poetry for a Change anthology, All the Wild Wonders	<b>Fiction: Myths and Legends</b> Illustrated Tales of King Arthur (Sarah Courtauld & Natasha Kuricheva), The Buried Crown (Ally Sherrick), The Princess Who Hid in a Tree (Jackie Holderness), <i>various local legends</i> <b>Poetry:</b> Crazy Camelot: Excalibur the Magic Sword (Tony Mitton – Hachette Books) Non-fiction texts: Selection about Anglo Saxons and Scots, The History Detective Investigates: Anglo-Saxons (Neil Tonge)	<b>Fiction: Stories adapted for the 'Big Screen'</b> The Invention of Hugo Cabret (Brian Selznick), The Iron Man (Ted Hughes), Jumanji (Chris Van Allsburg) <b>Poetry:</b> Buttons (Robert Peake) <b>Nonfiction:</b> Children's Book of Cinema (Dorling Kindersly)



# Rockcliffe First School

				(Various Poets, Wendy Cooling – Editor & Piet Grobler – Illustrator)		
<b>Assessment opportunities</b> (formative and summative)	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces

CYCLE B						
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Amazing Americas	Into the Forest	Ancient Greece	Take Action!	The Firework Maker's Daughter	Rockcliffe Poetry Festival
<b>Context</b> (entitlement and enrichment)	Through exploration of texts linked to the experiences of indigenous people, European settlers and enslaved people, children will write in role through <b>letters, diary entries, recounts and reports</b> . They will consider sentence structure and organizational features to plan and write their own texts.	Children move on to exploring the forest as a setting for stories. They write a <b>'twisted' fairy tale</b> with characters who represent the archetypal opposites and a series of events and, in which good eventually triumphs over evil.  They further develop their skills in writing non-fiction texts, creating non- <b>chronological reports</b> using research gathered during topic lessons. They write	Children's cross-curricular study of Ancient Greece provides opportunities for both narrative and non-fiction writing. They begin by writing a <b>myth</b> with a long and dangerous journey or quest for the hero. Include text type features and focus skills, such as rich vocabulary; use of imagery; vivid description; use of symbols.  They produce info texts about Greece, showing greater	Write an <b>explanation of the chocolate making process</b> in which the steps or phases of the process are explained logically, in order and are organised into paragraphs. It is written in the simple present tense, using temporal and causal connectives and features a title and images or a diagram.	Children begin the Summer term with narrative writing based on <i>The Firework Maker's Daughter</i> , building up to writing their own <b>adventure story which includes a setting in another culture</b> , where they have the opportunity to demonstrate and consolidate their Y3 learning and skills as a writer. Their story describes a series of exciting events leading to a high impact resolution, building excitement as the hero faces and overcomes	Children enter their final half-term by developing their <b>performance and poetry</b> writing techniques. They explore rhythm, rhyme and repetition in poems from the text <i>Poems Aloud</i> and other fun poems. They learn to use fronted adverbials and homophones in sentences and write their own poem inspired by the local environment. They select one of their poems to learn and perform.



# Rockcliffe First School

		reports about the rainforest and its creatures, including a <b>persuasive letter</b> , detailing the environmental threats faced.	awareness of the impact of structure and layout on the page.		adversity. Clues are given to a setting in another culture and they use of an effective blend of action, dialogue and description.	
<b>Writing outcomes</b> Across each term, pupils will write six extended, independent outcomes using skills taught.	<b>Children will write:</b> 1. A diary entry as Jessie; an early European immigrant to New York 2. <i>A biography of Harriet Tubman</i> 3. A speech that describes the world they would like to live in (inspired by Martin Luther King) – ‘I have a dream...’	<b>Children will write:</b> 4. A non-chronological report about a newly discovered rainforest creature – ‘The Sneaglegator’. 5. <i>A persuasive letter from a Rainforest tribe to the world</i> 6. An innovation of the Red Riding Hood tale; given a rainforest setting	<b>Children will write:</b> 1. A description of a mythical creature 2. <i>A retelling of a Greek myth</i> 3. Their own Greek Myth	<b>Children will write:</b> 4. An explanation text about the journey of chocolate from bean to bar 5. <i>A letter to persuade Rockcliffe families to buy Fairtrade</i> 6. An information leaflet about Fairtrade	<b>Children will write:</b> 1. A quest story about a journey to the Sea Goblin’s Grotto, to seek the Golden Conch 2. <i>Write a Journey story based on Aaron Becker’s book of the same name</i> 3. <i>A quest story - The Quest for the Tynemouth Diamond</i>	<b>Children will write:</b> 4. A poem with rhyming couplets 5. An acrostic poem 6. <i>A poem, using a structure they have learnt, celebrating Whitley Bay</i>
<b>Key skills - Writing</b> (breadth and balance)	<b>Taught skills</b> Begin to use other punctuation in addition to inverted commas to indicate direct speech To begin to place the possessive apostrophe accurately in words with <b>regular</b> plurals In non-narrative material, use simple organisational devices such as sub-headings and headings Begin to extend the	<b>Taught skills</b> To begin to place the possessive apostrophe accurately in words with <b>regular</b> plurals In non-narrative material, further practice the use of simple organisational devices Continue to extend the range of sentences with more than one clause by using a wider range of conjunctions,	<b>Taught skills</b> To begin to place the possessive apostrophe accurately in words with <b>regular</b> plurals In non-narrative material, use a growing range of simple organisational devices, including bullet points Extend the range of sentences with more than one clause by using a wider range of conjunctions –	<b>Taught skills</b> Place the possessive apostrophe accurately in words with <b>irregular</b> plurals In non-narrative material, use more organisational devices, including bullet points, with confidence Extend the range of sentences with more than one clause by using a wider range of conjunctions –	<b>Taught skills</b> Practise use of other punctuation in addition to inverted commas to indicate direct speech Place the possessive apostrophe accurately in words with <b>irregular</b> plurals In non-narrative material, use a range of simple organisational devices with confidence Choose from a range of	<b>Taught skills</b> Embed use of other punctuation in addition to inverted commas to indicate direct speech Place the possessive apostrophe accurately in words with <b>irregular</b> plurals Choose from a range of conjunctions to create sentences with more than one clause Organise paragraphs around a theme in



# Rockcliffe First School

	<p>range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – main clause + subordinating clause</p> <p>Organise paragraphs around a theme in narratives, creating settings, characters and plot to create cohesion across text</p> <p>Begin to use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Begin to use fronted adverbials including the use of commas</p> <p>Continue to learn the present perfect form of verbs instead of the simple past</p> <p>Begin to choose pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>including when, if, because, although – main clause + subordinating clause</p> <p>Organise paragraphs around a theme in narratives, creating settings, characters and plot to create cohesion across text</p> <p>Begin to use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Begin to use fronted adverbials including the use of commas</p> <p>Begin to choose nouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Begin to distinguish the differences between Standard English and non-Standard English</p>	<p>subordinating clause + main clause</p> <p>Organise paragraphs around a theme in narratives to create cohesion across text</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Continue to use fronted adverbials including the use of commas</p> <p>Continue to learn the present perfect form of verbs instead of the simple past</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>subordinating clause + main clause</p> <p>Organise paragraphs around a theme in narratives to create cohesion across text</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Continue to use fronted adverbials including the use of commas</p> <p>Begin to distinguish the differences between Standard English and non-Standard English</p>	<p>conjunctions to create sentences with more than one clause</p> <p>Organise paragraphs around a theme in narratives to create cohesion across text</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose when to use fronted adverbials with commas for emphasis or to express time, place or manner</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Begin to distinguish the differences between Standard English and non-Standard English</p>	<p>narratives to create cohesion across text</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose when to use fronted adverbials with commas for emphasis or to express time, place or manner</p> <p>Continue to learn the present perfect form of verbs instead of the simple past</p> <p>Begin to distinguish the differences between Standard English and non-Standard English [for example, in writing dialogue for characters]</p>
<p><b>Key skills - Reading</b> (breadth and balance)</p>	<p><b>All units of work will include the following elements:</b></p> <ul style="list-style-type: none"> <li>• Recognise, listen to, and discuss a wide range of fiction and non-fiction</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Recognise some features of the text that relate to its historical setting or social or cultural background.</li> <li>• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives.</li> </ul>					





# Rockcliffe First School

	<ul style="list-style-type: none"> <li>• Use dictionaries glossaries and indexes to check meaning of words they have read</li> <li>• Check that the text makes sense to them, discussing their understanding and working out the meaning of words in context</li> <li>• Retrieve and record information from non-fiction including extracting information from tables and charts</li> <li>• Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>• Identify a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc</li> <li>• Analyse and compare plot structure</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Read 'between the lines' and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader and justifying predictions using evidence from the text</li> </ul>					
<b>Text type and key texts</b> (breadth and balance)	<b>Fiction: Issues and dilemmas</b> leading to discussion in NF – Shi-shi-etko and Shin-chi's Canoe (Nicola I. Campbell), When Jessie Came Across the Sea, (Amy Hest), Coming to England, (Floella Benjamin). <b>Nonfiction texts about:</b> Harriet Tubman, Rosa Parks and Martin Luther King Jr.	<b>Fiction: Traditional Tales</b> The Great Kapok Tree & The Shaman's Apprentice (Lynne Cherry), Into the Forest (Anthony Browne), Little Red Riding Hood (Perrault & Brothers Grimm) <b>Poetry:</b> Little Red Riding Hood and the Wolf (Roald Dahl) <b>Nonfiction texts about:</b> Rainforests	<b>Fiction: Myths</b> The Orchard Book of Greek Myths (Geraldine McCaughrean & Emma Chichester Clark) <b>Poetry:</b> Falling Out of the Sky: Poems about Myths and Monsters (Edited by Rachel Piercey & Emma Wright) <b>Nonfiction:</b> Selection about Ancient Greece	<b>Non-fiction: Information texts</b> Explore!: Fair Trade (Jillian Powell), Chocolate: from Bean to Bar (Anita Ganeri), Fair Trade First (Sarah Ridley)	<b>Fiction: Set in another culture</b> The Firework Maker's Daughter (Phillip Pullman)	<b>Fiction: Poetry</b> Poems Aloud, (Joseph Coelho)
<b>Assessment opportunities</b> (formative and summative)	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces	NTAGs SSRT for Reading HAST for Spelling 3x Exciting Writing Assessment Pieces

## End Points: Key Stage 2

Year 3	Year 4
Children in Year 3 will be able to plan, write and edit a range of stories and non-	Children in Year 4 will be confident in discussing and recording their ideas when



## Rockcliffe First School

fiction text types using: extending the range of sentences with more than one clause by using a wider range of conjunctions, 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, using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech

planning. Increase confidence seen in narrative and non-narrative writing through creating settings, characters and plot, organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use a dictionary to help check spelling mistakes.