

Kingfisher federation English curriculum Year 3 and 4 Year B

Autumn Year B

	Story – defeating a monster	Recount	Non-chron report	Poetry
Key text	Little Red Riding Hood	Granny Hijacked	Wolves	Recipe to make a wolf
Learning outcome	Learn the text by heart with actions Innovate text Independent application – write own tale defeating a monster	Learn the text by heart with actions Innovate text Independent application – write own newspaper article about an event. Could be linked to history/geography or something that has happened at school.	Learn the text by heart with actions Innovate text Independent application – write own report on animal of interest to them	Learn the text by heart with actions Innovate text Independent application – write poem
hook - 1 lesson	Drama – can we act out the story of little red Riding Hood. Use puppets to dramatize a short version of the story.		https://switchzoo.com/zoo.htm children create their own animal	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writers toolkit	Y3 Adverb starters to add detail e.g. Carefully, Amazingly, Prepositional phrases to place the action: on the mat; behind the tree, in the air Y4 Dialogue which used the pattern - verb + adverb - “Hello,” she whispered, shyly.	Y3 Vary long and short sentences: Long sentences to add description or Information. Short sentences for emphasis and making key points Y4 Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.	Y3 Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions) Y4 Drop in a relative clause using: who/whom/which/whose/that e.g. The girl, whom I remember, had long black hair.	

<p>Language</p> <p>These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit</p>	<p>Nouns formed from Prefixes e.g. auto... super...anti...</p>	<p>Use of <u>determiners a or an</u> according to whether next word begins with a vowel e.g. a rock, an open box</p>	<p><u>Adverbs to express time, place and cause</u></p>	<p><u>Word Families based on common Words</u> e.g. teacher – teach, beauty – beautiful</p>
<p>Punctuation</p>	<p>Y3</p> <ul style="list-style-type: none"> ● Capital letters, ● full stops, ● question marks, ● exclamation mark ● commas for fronted adverbials ● introduction to inverted commas for direct speech ● apostrophes for possession ● ellipses <p>Y4 All of year three punctuation and then</p> <ul style="list-style-type: none"> ● Commas for clauses, ● full punctuation for direct speech ● apostrophes for plurals and possession 	<p>As previous unit Please check the first unit for required punctuation for each year group for the whole of the academic year. These will need to be taught, and should be identified and discussed in each unit on the model text. There may be the need to add lessons on teaching a specific punctuation mark to the children.</p>		
<p>Writing expectations</p>	<ul style="list-style-type: none"> ● hook the reader with an interesting opening ● actions and descriptions 	<ul style="list-style-type: none"> ● Opening paragraph includes: who? What? When? Where? ● Time conjunctions ● Past tense 	<ul style="list-style-type: none"> ● Title and opening sentences clearly explaining what the report is about 	<ul style="list-style-type: none"> ● Lines begin with capital letter and end with a full stop ● Clear title

	<ul style="list-style-type: none"> ● metaphors to describe characters' feelings ● similes to describe someone's reaction ● the problem is resolved ● the character has learnt something or has changed 	<ul style="list-style-type: none"> ● Powerful verbs ● Details to add interest for reader ● Conclusion refers back to opening 	<ul style="list-style-type: none"> ● Paragraph of information for each of the headings ● Tables/pictures/diagrams to add information ● Facts linked within paragraphs ● Conclusion – summary of key points ● Factual language ● Appropriate tense ● An interesting sentence to end the report 	<ul style="list-style-type: none"> ● Body of the text relates to title ● Text is organized in a stanza ● Use of alliteration/rhyme/personification/simile
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Spring Year B

	Story – warning tale	Explanation	Non-chronological reports	Instructions
Key text	Sulius	Why you should not go into the forest.	Cloud Goblins	How to trap a Grass Goblin
Learning outcomes	Learn the text by heart with actions Innovate text Independent application – write own warning tale	Learn the text by heart with actions Innovate text Independent application – write own explanation text, this could be based around science	Learn the text by heart with actions Innovate text Independent application – write a non-chronologic report on something other than an animal e.g. an event	Learn the text by heart with actions Innovate text Independent application – write own set of instructions for how to do something
hook - 1 lesson	WARNINGS!!! Have a number of warning signs for the children around the room. Children draw their own warning sign.		Make a goblin mask for each child. Children spend the lesson acting like goblins, what do they imagine a goblin does?	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writers toolkit	Y3 <u>Sentence of 3 for description</u> e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (<u>fronted adverbials</u>) A few days ago... In a strange way, Y4 <u>Start sentences with a simile</u> e.g. As curved as a ball, <u>Dialogue</u> - verb + adverb - “Hello,” she whispered, shyly.	Y3 <u>Vary long and short sentences:</u> Long sentences to add description or Information. Short sentences for emphasis and making key points Y4 <u>Develop complex sentences (Subordination) with range of subordinating conjunctions</u>	Y3 <u>Topic sentences to introduce nonfiction</u> paragraphs e.g. Dragons are found across the world. Y4 <u>Secure use of simple / embellished simple sentences</u> <u>Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</u> <u>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</u>	-‘ing’ clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.

Language These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit	<i>Powerful verbs</i> e.g. stare, tremble, Slither <i>Grammatical difference between plural and possessive –s</i>	<u>Conjunctions to express time, place and cause</u>	<u>Modal Verbs</u>	<u>Prepositions to express time, place and cause</u>
Punctuation	As previous unit Please check the first unit for required punctuation for each year group for the whole of the academic year. These will need to be taught, and should be identified and discussed in each unit on the model text. There may be the need to add lessons on teaching a specific punctuation mark to the children.			
Writing expectations	<ul style="list-style-type: none"> ● There is at least one problem to be resolved ● I have built atmosphere through description ● Dialogue to add extra information ● Suspense built up ● Hiding of things from the reader 	<ul style="list-style-type: none"> ● Clear title to show what is being explained ● Opening statement to introduce the process ● Clear steps to show how to why something occurs ● In order of events ● Time conjunctions (first, next) ● Causal conjunctions (because, so, this causes) ● Illustrations/diagrams/flow charts to make explanation clearer 	<ul style="list-style-type: none"> ● Title and opening sentences clearly explaining what the report is about ● Paragraph of information for each of the headings ● Tables/pictures/diagrams to add information ● Facts linked within paragraphs ● Conclusion – summary of key points ● Factual language ● Appropriate tense ● An interesting sentence to end the report 	<ul style="list-style-type: none"> ● <i>Use how to ... title</i> ● <i>Lists (e.g. materials/apparatus)</i> ● <i>Numbers/letters or bullet points to show order</i> ● <i>Imperative verbs (e.g. mix, stir)</i> ● <i>Short, clear sentences</i> ● <i>Diagrams/illustrations</i>

Summer Year b

	Story – journey	Discussion Text	Persuasion	Character description
Key text	The Pied Piper	Do we still need zoos?	School Play	
Learning outcomes	Learn the text by heart with actions Innovate text Independent application – write own journey story	Learn the text by heart with actions Innovate text Independent application – write own report on mythical beast	Learn the text by heart with actions Innovate text Independent application	Learn the text by heart with actions
hook - 1 lesson	Watch a short animated tale of the Pied Piper. Allow the children to all colour and decorate a rat to go around the classroom.			
Sentence The children must be given quick write practise time of these during the sequence and they must be included in	<u>Y3 Sentence of 3 for action</u> e.g. Sam rushed down the road, jumped on the bus and sank into his seat. <u>Y4 'ed' clauses as starters</u> e.g. Frightened. Exhausted, <u>Expanded -'ing' clauses as starters</u> e.g. Grinning menacingly, he slipped the treasure into his rucksack.	<u>Y3 Drop in a relative clause using: who/whom/which/whose/that</u> <u>Y4 Expanded noun phrases</u>	<u>Y3 Pattern of 3 for persuasion</u> e.g. Visit, Swim, Enjoy! <u>Y4 Repetition to persuade</u> e.g. Find us to find the fun	<u>Y3 Develop complex sentences (subordination)</u> with a range of subordinating conjunctions <u>Y4 More specific / technical vocabulary to add detail</u>

the writers toolkit				
Language These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit	Adverbs	Irregular verbs	Proper nouns	Subordinating conjunctions
Punctuation	As previous unit Please check the first unit for required punctuation for each year group for the whole of the academic year. These will need to be taught, and should be identified and discussed in each unit on the model text. There may be the need to add lessons on teaching a specific punctuation mark to the children.			
Writing expectations	<ul style="list-style-type: none"> ● Described the setting in detail ● Adjectives build up an atmosphere and allow reader to picture in their head ● Complex sentences ● Short, simple sentences for effect 	<ul style="list-style-type: none"> ● Clear title to show what the text is about ● Opening paragraph introducing key issues/summary or argument ● Arguments for with information ● Arguments against with information ● Conclusion – summary of key points. Show own viewpoint. ● Used the correct tense. ● Used appropriate conjunctions. 	<ul style="list-style-type: none"> ● Title implies a point of view ● Opening sentence to hook the reader ● Reasons to support the viewpoint ● Facts and evidence to support reasons ● Conjunctions to link ideas (however, therefore, furthermore) ● Powerful adjectives ● Rhetorical questions ● Conclusion to summarise and state opinion 	<ul style="list-style-type: none"> ● Well chosen adjectives ● Clear beginning, middle and end ● Different sentence openers ● Connectives to extend ideas ● Written in same person ● Time connectives ● Paragraphs