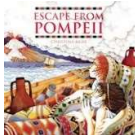


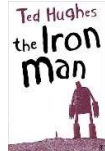




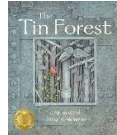

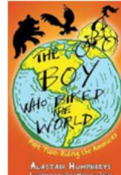



ENGLISH LTP – CYCLE B

Class 3 – Year 3 & 4 – CYCLE B											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading for pleasure class story: Roman Invasion (The Time Travel Twins) by Josh Lacey		Reading for pleasure class story: The Boy Who Biked the World Part 1		Reading for Pleasure class story: How to Train Your Dragon		Reading for Pleasure class story: How to train your Dragon		Reading for pleasure class story: The Boy Who Biked the World Part 2 and Part 3			
Guided reading texts: Roman Tales by Terry Deary		Guided reading texts: The Iron Man by Ted Hughes		Guided reading texts: Beowulf Arthur and the Golden Rope		Guided reading texts: Tell Me a Dragon by Jackie Morris Viking Tales by Terry Deary		Guided reading texts: Non-fiction books from SLS about the Amazon Bear Grylls Mountain Adventure			
Romans in Britain		Settlements		Anglo Saxons		Vikings		Rainforests		Mountains	
WRITING DRIVERS & OUTCOMES											
Learning journey 1	Learning journey 2	Learning Journey 1	Learning Journey 2	Learning journey 1		Learning journey 1		Learning journey 1	Learning journey 2	Learning Journey 1	Learning Journey 2
						  					
Escape from Pompeii	Film – A Day in Pompeii	Hippocrump	The Iron Man	Beowulf Talk4writing		Tell me a dragon Extracts from How to Train Your Dragon The Boy Who Grew Dragons		The Tin Forest	The Great Kapok Tree	The Boy Who Biked the World Part 2	Everest by Alexandra Stewart
Outcome: Short narrative	Outcome: Setting description Poem	Outcome: Character profile and interview. Poem.	Outcome: Instructions (link to Science and DT, making the Iron Man with light up eyes.) Non-chron report Diary	Outcome: Oral retelling of the story Narrative – hero myth		Outcome: character description, setting description, narrative, instructions		Outcome: Setting description persuasive letter / speech	Outcome: Narrative Persuasive letter / speech	Outcome: Viewpoint Persuasive writing	Outcome: Non-fiction report Biography

Curriculum statements – phase 1	Curriculum statements – phase 2	Curriculum statements – phase 3
<p>Composition and effect:</p> <ul style="list-style-type: none"> 3 Writing is clear in purpose 3 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 3 When planning, discuss and record ideas 3 Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary 3 Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements 4 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 4 Plan their writing by discussing and recording ideas 4 Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements 4 In narratives, creates settings, characters and plot 4 Writing is clear in purpose 4 Use a varied and rich vocabulary <p>Sentence structure:</p> <ul style="list-style-type: none"> 3 Draft and write an increasing range of sentence structures (simple and compound) 3 Use some variation in sentence types (statement/ command/ question/ exclamation) 4 Compose and rehearse sentences orally (including dialogue) 4 Use an increasing range of sentence length and structure 4 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <p>Text structure and organisation:</p> <ul style="list-style-type: none"> 3 Organise writing into logical chunks and write a coherent series of linked sentences for each 3 Select nouns and pronouns to provide clarity for the reader 3 Use simple organisational devices, e.g. headings and subheadings 4 Non-narrative material uses simple organisational devices 4 Organise paragraphs around a theme 4 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 4 Use conjunctions, adverbs and prepositions to express time and cause for cohesion 	<p>Composition and effect:</p> <ul style="list-style-type: none"> 3 In narratives, creates settings, characters and plot 3 Vocabulary choices move from generic to specific e.g. from ‘dog’ to ‘terrier’ 4 Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary 4 Viewpoint is consistently maintained (for example, word choice indicates child’s viewpoint on a character or an issue) <p>Sentence structure:</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p> <p>Text structure and organisation:</p> <ul style="list-style-type: none"> 3 Organise paragraphs around a theme 3 Vary nouns and pronouns to avoid repetition 4 Openings and closings are clearly signalled and well developed 4 Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences 	<p>Composition and effect:</p> <ul style="list-style-type: none"> 3 Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 4 Use figurative language such as similes, alliteration to build a picture in the readers head <p>Text structure and organisation:</p> <p>Uses varied nouns and pronouns for cohesion</p>

Grammar to be taught	Grammar to be taught	Grammar to be taught
See Hampshire English Team Curriculum Phase Expectations document – phase 1 Saved in staffshare/curriculum23-24/English	See Hampshire English Team Curriculum Phase Expectations – phase 2 Saved in staffshare/curriculum23-24/English	See Hampshire English Team Curriculum Phase Expectations – phase 3 Saved in staffshare/curriculum23-24/English