



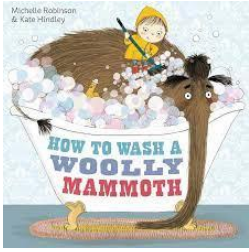
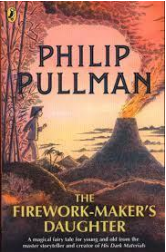

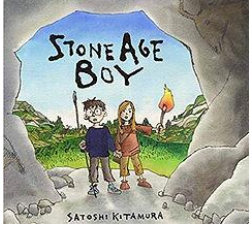


ENGLISH LTP – CYCLE A

Class 3 – Year 3 & 4 – CYCLE A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading for pleasure class story: The Great Egyptian Sleepover Libby and the Parisian Puzzle		Reading for pleasure class story: The Wild Robot trilogy		Reading for pleasure class story: The Firework Maker’s Daughter	
Guided reading texts: The Egyptian Cinderella Terry Deary’s Egyptian Tales A Lion in Paris		Guided reading texts: Selection of books by the Fan Brothers		Guided reading texts: Stone Age Boy The First Drawing	
Ancient Egypt	Our European Neighbours - Paris	Our School	Local study - Hampshire	Stone Age to Iron Age	Natural Disasters

WRITING DRIVERS & OUTCOMES

 <p>Marcy and the Riddle of the Sphinx by Joe Todd-Stanton</p> <p>Outcomes: Diary entry Narrative</p>	 <p>Pigeon Impossible Film by Lucas Martell</p> <p>Outcomes: Diary Section of dialogue Narrative</p>	 <p>The Wild Robot by Peter Brown</p> <p>Outcomes: Narrative Setting description Dialogue Non-chron report Poetry</p>	 <p>The Barnabus Project by the Fan Brothers</p> <p>Outcomes: Setting description Adventure narrative</p>	 <p>How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley</p> <p>Outcomes: Instructions Diary entry</p>	 <p>The Firework Maker’s Daughter By Philip Pullman</p> <p>Outcomes: Narrative Instructions Non-chron report</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

 <p>The Egyptian Cinderella By Shirley Climo</p> <p>Outcomes: Narrative – alternative version</p>  <p>The Story of Tutankhamun By Patricia Cleveland-Peck</p> <p>Outcomes: Setting description Warning poster</p>	 <p>Mr Penguin and the Lost Treasure By Alex T Smith</p> <p>Outcomes: Museum guide Dialogue narrative News report</p>		 <p>Zombierella By Joseph Coelho</p> <p>Outcomes: Poetry</p>	 <p>Stone Age Boy By Satoshi Kitamura</p> <p>Outcomes: Postcard Narrative – portal story</p>	
<p>Curriculum statements – phase 1</p>		<p>Curriculum statements – phase 2</p>		<p>Curriculum statements – phase 3</p>	
<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 		<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>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: Uses varied nouns and pronouns for cohesion</p>	

<p>3 Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>4 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>4 Plan their writing by discussing and recording ideas</p> <p>4 Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>4 In narratives, creates settings, characters and plot</p> <p>4 Writing is clear in purpose</p> <p>4 Use a varied and rich vocabulary</p> <p>Sentence structure:</p> <p>3 Draft and write an increasing range of sentence structures (simple and compound)</p> <p>3 Use some variation in sentence types (statement/ command/ question/ exclamation)</p> <p>4 Compose and rehearse sentences orally (including dialogue)</p> <p>4 Use an increasing range of sentence length and structure</p> <p>4 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Text structure and organisation:</p> <p>3 Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>3 Select nouns and pronouns to provide clarity for the reader</p> <p>3 Use simple organisational devices, e.g. headings and subheadings</p> <p>4 Non-narrative material uses simple organisational devices</p> <p>4 Organise paragraphs around a theme</p> <p>4 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>4 Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p>	<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> <p>3 Organise paragraphs around a theme</p> <p>3 Vary nouns and pronouns to avoid repetition</p> <p>4 Openings and closings are clearly signalled and well developed</p> <p>4 Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>	
<p style="text-align: center;">Grammar to be taught</p>	<p style="text-align: center;">Grammar to be taught</p>	<p style="text-align: center;">Grammar to be taught</p>
<p>See Hampshire English Team Curriculum Phase Expectations document – phase 1 Saved in staffshare/curriculum23-24/English</p>	<p>See Hampshire English Team Curriculum Phase Expectations – phase 2 Saved in staffshare/curriculum23-24/English</p>	<p>See Hampshire English Team Curriculum Phase Expectations – phase 3 Saved in staffshare/curriculum23-24/English</p>