

English LTP – Lower Key Stage 2

Year 3/4	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Cycle A	Mansfield Study	Local Study - Mining		Rivers/fieldwork/Italy		Roman Legacy (Yr ¾ production)		Mountains and Volcanoes/Ancient Greece		Sporting Legacy/Greek Life	
Texts		The Big Book of Blooms	Pit Pony – Joyce Barkhouse	A Year of Nature Poems – Joseph Coelho I asked the river/The River – Valerie Bloom	The Villain’s Version – Kaye Umansky	N/A	Escape from Pompeii – Christina Balit	Geography book	The Lion, The Witch and The Wardrobe	Science books	Gender Swapped Greek Myths
Text Types	PVPG	NCR – Plants – link to science	Recount diary – A Day in the Life of a Miner	Poetry – Poetry into Setting Description	Biography - The Villain’s Version (G)	Characterisation/speech - Escape from Pompeii (G)		Persuasion – Travel Magazine Italy	Narrative (story openers) - Portal Story (go back to Roman Times)	Explanation – Digestive System (G)	Narrative (full) – Greek Myth
Year 3 objectives	Revision - Using mostly correct full stops and capital letters - Using mostly correctly: question marks and exclamation marks - Writing neatly capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	- To begin to group ideas into basic paragraphs - Write under headings and sub-headings Revision - Using some coordination – and/but/or	- Use conjunctions (when, so, before, after, while, because) - Use perfect form of verbs to mark relationships of time and cause - Mostly accurate apostrophes for contraction Revision - Question marks - Exclamation marks	- Experiment with adjectives to create impact - To use ‘a’ and ‘an’ accurately - Use <i>preposition</i> s e.g. <i>by the side, in front of</i> <i>Powerful verbs</i> e.g. <i>stare, tremble, slither</i>	- Accurate apostrophes for possession (singular) - Maintain the correct tense throughout a piece of writing Revision - Consistently use full stops, question marks, exclamation marks	- Some accurate inverted commas - Accurate apostrophes for contraction <i>Include dialogue: powerful speech verb</i> e.g. <i>“Hello,” she whispered</i> Revision - Use prepositions e.g. <i>by the side, in front of</i> <i>Powerful verbs</i> e.g. <i>stare, tremble, slither</i>		- Mostly accurate commas for lists Revision - Experiment with adjectives to create impact	- Use adverbs (e.g. before, after, during, in, because, of) Revision - Use perfect form of verbs to mark relationships of time and cause	<i>Begin to organise their writing into paragraphs around a theme</i> <i>Secure compound sentences using all coordinating conjunctions</i> <i>Technical vocabulary to add detail</i> Revision <i>Powerful verbs</i> e.g. <i>stare, tremble, slither</i> - Some accurate inverted commas - Accurate apostrophes for contraction <i>Include dialogue: powerful speech verb</i> e.g. <i>“Hello,” she whispered</i>	<i>Write a narrative with a structure, setting, characters and plot</i> <i>Use a list of three adjectives for description</i> <i>Embellish sentences using adverb and preposition starters</i>
Year 4 objectives	Revision - Using mostly correct full stops and capital letters - Using mostly correctly: question marks and exclamation marks	- Use paragraphs to organise ideas around a theme <i>Write non-narrative with</i>	Use appropriate choice of noun or pronoun	Use adjectival phrases (e.g. biting cold wind)	Using mostly correct apostrophes of possession (plural)	- Using mostly correctly: inverted commas <i>Use inverted commas and other necessary punctuation to indicate direct speech</i>		Revision Expand noun phrases by the addition of modifying adjectives,	- Use fronted adverbials <i>Use commas after fronted adverbials</i>	<i>Consistently organise their writing into paragraphs around a theme to add</i>	<i>Write a narrative with a clear structure, setting, characters and plot</i>

English LTP – Lower Key Stage 2

	Producing legible joined handwriting		<i>clear simple organisational devices such as headings and sub-headings</i> Revision: Using coordinating and subordinating conjunctions	Revision - Use conjunctions (when, so, before, after, while, because) - Use perfect form of verbs to mark relationships of time and cause	- Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases <i>Preposition s e.g. underneath , beyond, since</i> <i>Comparative and superlative adjectives e.g. small, smaller. Smallest</i> Revision - To use ‘a’ and ‘an’ accurately	- Always maintain an accurate tense throughout a piece of writing Revision <i>Consistently use full stops, question marks, exclamation marks</i>	<i>Include dialogue: verb and adverb e.g. “Hello,” she whispered, shyly</i> Revision: <i>Prepositions e.g. underneath, beyond, since</i>		nouns and preposition phrases	- Using mostly correctly: commas to demarcate clauses Revision - Use adjectival phrases (e.g. biting cold wind)	<i>cohesion and avoid repetition</i> <i>Use accurate standard English forms for verb inflections e.g. we/ were</i>	<i>Use sentences of three for description and action</i> - Use connecting adverbs to link paragraphs <i>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions</i> Revision - Using mostly correctly: commas to demarcate clauses
Spelling – year 3	‘Ou’ makes /ow/ sound ‘Ou’ makes /u/ sound - Y makes /i/ sound	- Words ending in -sure - Words ending in -ture - Challenge words	- Prefix ‘re-’ - Prefix ‘dis-’ - Prefix ‘mis-’	- Ing/ed added to multisyllabic words - En/ed added to - Multisyllabic words - Challenge words	‘ai’ digraph ‘ei’ digraph ‘ey’ makes an /ai/ sound	‘ly’ suffix - Homophones - Challenge words	- Words ending in al - Words ending in le - Adding ‘_ly’ when root word ends in ‘_le’	- Adding ‘-ally’ when the root word ends in ‘-ic’ - Adding ‘-ly’ when the words do not follow the spelling patterns - Challenge words	- Words ending in ‘-er’ when the root word ends in ‘ch’ - Words where ‘ch’ makes a /k/ sound - Words where ‘que’ makes a /k/ sound	- Words where ‘sc’ makes a /s/ sound - Words that are homophones - Challenge words	- Words that end in ‘sion’ - Revision of spelling patterns learned in Stage 3	Revision of spelling patterns learned in Stage 3
Spelling – year 4	- Homophones - Prefix ‘in_’ - Words with the prefixes ‘il-’, ‘im-’ and ‘ir_’	- Words with the prefix ‘sub-’ - Words with the prefix ‘inter-’ - Challenge words	- Words ending in ‘-ation’ - Words ending in ‘-ation’ - Words ending ‘-ly’	- Words ending ‘-lly’ - Words where ‘ch’ makes a /sh/ sound - Challenge words	- Words ending in ‘-sion’ - Words ending in ‘-ous’ - Words ending in ‘-ous’ where the ge from the root word remains	- Words where ‘i’ makes an /ee/ sound - Words ending in ‘-ious’ and ‘eous’ - Challenge words	- Words where ‘au’ makes an /or/ sound - Words ending in ‘-tion’	- Words ending in -cian’ - Words that are adverbs of manner - Challenge words	- Homophones - Words spelled with ‘c’ before ‘i’ and ‘e’ - Words containing ‘sol’ and ‘real’	- Words containing ‘phon’ and ‘sign’ - Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’ - Words with the prefix ‘bi-’	- Challenge words - Words containing an apostrophe for possession - Revision of spelling patterns learned in Stage 4	Revision of spelling patterns learned in Stage 4

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Talk for Reading	Revision of domains – Various short texts	Picture book To explore how illustrations work with words to add layers of meaning	Jabberwocky Poetry – performance Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	Victorian Miner (NCR) Structure of the text in supporting the reader’s understanding	Diary – River Trent (G) Impact on the reader of using the voice of an inanimate object as a human	The Secret of Black Rock How setting supports the story/descriptive techniques employed by the author	N/A	Persuasion – visit Greece (G) Features of the genre – both structural/language	Portal story – The lion, the witch and the wardrobe To explore how the author hooks the reader in by using fantasy lands	Explanation – Greek Mythology or volcanoes (G) Features of the genre – both structural/language	Greek Myth Exploring the structure of the myth – hero, creature, bravery, right/wrong	Varjak Paw Character development/contrast btw characters
	Book Spine	The Firework-Maker’s Daughter		Charlie and the Chocolate Factory		The Villain’s Version – Kaye Umansky		The lion, the witch and the wardrobe		Podkin One-Ear		Varjak’s Paw