



## Corporation Road Community Primary School

### English LTP

English: Year 3/4A												
<p><b>Vision:</b> We believe that reading, writing and verbally communicating are key life skills. Language unlocks the curriculum and is essential for success across all subjects. Through our English curriculum, we develop the skills and knowledge that will enable children to communicate effectively and creatively, through spoken and written language and equip them with the skills needed to become lifelong learners. We want our children to enjoy and appreciate literature and its rich variety. Children will access a wide range of challenging and language rich texts, which will engage, interest and open the door to both the real world and a world of imagination. They will have opportunities to read together and independently, listen to, share, discuss and write from these texts. Literacy is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes. It also allows them to examine their own and others' experiences, feelings and ideas, giving these order and meaning. It is integral to broadening a child's intellectual, emotional, spiritual, moral and social development.</p>												
Domains		Key Concepts					End point					
Sentence Structure		<ul style="list-style-type: none"> <li>Punctuation</li> <li>Tense</li> <li>Sentence Types</li> <li>Cohesive Devices</li> </ul>					Children will have the knowledge and skills required to compose sentences which are grammatically accurate, cohesive and punctuated correctly. They will be able to select and move between sentence structures for impact and effect upon the reader.					
Text Structure and Organisation		<ul style="list-style-type: none"> <li>Order and Sequence</li> <li>Conventions</li> <li>Paragraphs</li> </ul>					Children will be able to produce writing which is sequenced and flows. Our children will be able to select and use genre specific conventions within their writing.					
Composition and Effect		<ul style="list-style-type: none"> <li>Audience</li> <li>Purpose</li> <li>Language and vocabulary</li> <li>Evaluation</li> </ul>					Children will be able to write confidently and consistently for a variety of purposes. They will be able to select language for effect and consider the impact upon the reader.					
Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Genre	Retelling – familiar setting	Narrative Recount	Non-Chronological report	Narrative	Persuasion	Plays	Explanation	Narrative	Narrative	Instructions	Non-Chronological report	Poetry
Stimulus	The Wolf Story The Tin Forest	The Railway Children	Linked the 'Greece' topic Somebody Swallowed Stanley	One Christmas Wish	The Angel of Nitshill Road	Roald Dahl (example) Greek Theatre	Until I met Dudley	The Dragon Hoard	The Quest	How to build a Roman House	Linked to 'Romans' topic	The Tale of Custard the Dragon Ogden Nash
	<ul style="list-style-type: none"> <li>-Capital letters, full stops used correctly</li> <li>-Uses simple and compound sentences.</li> <li>-Some. Verbs describing action</li> <li>-Correct choice and consistent use of present tense and past tense</li> <li>-Some variety in subordinating connectives</li> <li>-Sentences express time, place &amp; cause using conjunctions</li> <li>-Simple and complex sentences used with a variety of, correctly used, subordinating connectives in complex sentences</li> <li>-Sentences demarcated accurately</li> </ul>	<ul style="list-style-type: none"> <li>-Capital letters, full stops used correctly</li> <li>-Sequential connectives are used</li> <li>-Correct choice and consistent use of past tense</li> <li>-Reported speech may be used</li> </ul>	<ul style="list-style-type: none"> <li>-Written in the 3<sup>rd</sup> person</li> <li>-Correct choice of the 'timeless' present tense (except historical)</li> <li>-Sentences express time and place using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>-Nouns are sometimes modified by adjectives</li> <li>-Expanded noun phrases add precision.</li> <li>-Correct choice and consistent use of present tense and past tense</li> <li>-Uses the present perfect form of verbs in contrast to the past tense</li> <li>-Where appropriate, apostrophes mark contraction accurately</li> <li>-Where appropriate, apostrophes mark singular &amp; plural possession</li> <li>-Noun phrases expanded by the</li> </ul>	<ul style="list-style-type: none"> <li>-Correct choice and consistent use of the 'timeless' present tense (are, turns, happens) is used</li> <li>-Expanded noun phrases add precision</li> </ul>	<ul style="list-style-type: none"> <li>-Conventions of play scripts</li> </ul>	<ul style="list-style-type: none"> <li>-Written accurately in the 3<sup>rd</sup> person</li> <li>-Sentences include adverbs</li> <li>-Sentences include prepositions</li> <li>-Some use of the passive voice</li> </ul>	<ul style="list-style-type: none"> <li>-Sentences include verbs modified by adverbials (HOW WHEN WHERE)</li> <li>-Sentences include prepositions</li> <li>-Where appropriate, Question marks and exclamation marks used accurately</li> <li>-Sentences include a range of adverbs, to show time</li> <li>-Sentences include a range of adverbs, to show place</li> <li>-Sentences include a range of adverbs, to show manner</li> <li>-Sentences include prepositions</li> </ul>	<ul style="list-style-type: none"> <li>-Dialogue may include fragmented or different sentence types:</li> <li>-Inverted commas used in direct speech accurately</li> <li>-Beginning to use other punctuation to indicate direct speech</li> <li>-Choosing nouns or pro- nouns appropriately for clarity and cohesion</li> <li>-Where appropriate, some commas</li> </ul>	<ul style="list-style-type: none"> <li>-Imperatives used with some elaboration within the instruction.</li> <li>-Expanded noun phrases add precision</li> <li>-Sentences express time, place &amp; cause using conjunctions.</li> <li>-Correct choice of tense</li> <li>-Sentences include adverbs – time, place and manner</li> <li>-Sentences include prepositions</li> </ul>	<ul style="list-style-type: none"> <li>-Written consistently in the 3<sup>rd</sup> person</li> <li>-Correct choice and consistent use of the 'timeless' present tense (except historical)</li> <li>-Sentences express time, place and cause using conjunctions</li> <li>-Some use of the passive voice.</li> </ul>	<ul style="list-style-type: none"> <li>-To demonstrate the ability to use a variety of punctuation and sentence forms taught.</li> </ul>

			addition of modifying adjectives, nouns and preposition phrases -Where appropriate, apostrophes mark contraction accurately -Where appropriate, apostrophes mark singular & plural possession accurately				-A variety of sentence openings to avoid repetition -Sentences demarcated accurately throughout the text, including question and exclamation marks -Where appropriate, commas used in lists -Where appropriate, commas used to mark clauses, including 'fronted adverbials'	mark phrases, clauses -Where appropriate, some commas mark fronted adverbials  -Use of inverted commas and other punctuation to indicate direct speech -Tense changes accurate, Past tense used consistently for narration and changes to simple present tense for dialogue.	-Correct choice and consistent use of tense -Where appropriate, some commas mark phrases, clauses or fronted adverbials		
-Complete story with a full sequence of events in narrative order.	-Recount has an introduction, two or more chronological events and an appropriate conclusion.	-Title explains what the report is about. -Includes an opening, which gives a general classification. -Includes a simple conclusion	-Events in narrative order and described -Connecting the ending back to the opening.	-Opening statement which outlines points to be discussed. -A simple conclusion which gives a summary and re-statement of the opening position.	-Correct format and layout related to play scripts used.  -Use of stage directions in brackets.	-A title which intrigues the reader. -Uses the first paragraph to introduce the subject to the reader -Sequential steps to explain. -Includes a simple conclusion.	-Complete story with a full sequence of events in narrative order, with characters and events described -Shifts in time and place help shape the story. -Includes a structures sequence of events organised into paragraphs -Paragraphs group related material.  -Paragraphs organise ideas around a theme or event.	-Within paragraphs connected sequence of events are developed around a main sentence.  -Relationships between paragraphs give structure to the whole story	-The title explains what the instructions are about. -List of materials or ingredients. -Clear appropriate order -Simple introduction and conclusion. -Paragraphs which group related material	-Paragraphs group related material. -Logical paragraphs not in chronological order -Paragraphs organised under headings. -Paragraphs vary in length depending on the information given.	-Complete story with a full sequence of events in narrative order -Organise more complex chronological narratives.
-Story form maintained, consistent with the prompt.  -Write complete stories with a full sequence of events in narrative order	-Introductory sentence -The event is recounted in full, with a series of events in a chronological sequence. -Contains a standard conclusion. -Viewpoint is established	-Detail in the report is clear to the audience. -Purpose of the report is evident -Some evidence of viewpoint	-Some features of a narrative: events, resolution and simple ending evident. -Plan by discussing	-Persuasive writing offers some good reasons and evidence to convince the reader. -Uses persuasive devices	-Precise use of language to give clear indication of how words should be spoken.	-Precise vocabulary choices. -Some use of diagrams. -Individual points give additional detail to engage the reader's interest -Stages are clear -Sustained formal style	-Features of a narrative: setting, characters, problem, events, resolution and simple ending evident. -Write complete stories include a dilemma/conflict and resolution. -Story may use a familiar plot and alters characters or settings. -Plan by discussing and recording ideas. -Proof read for spelling and punctuation errors -Propose changes to grammar and vocabulary	-Presentation of characters to interest reader through use of some detail or dialogue -Includes some dialogue which shows the relationship between two characters  -Write complete stories include a dilemma/conflict and resolution. - Write an opening paragraph and further paragraphs for each stage. -Evaluate and edit. Read aloud their own writing.	-Features and stages of procedure are clear. -Some evidence of viewpoint -Precise vocabulary choices	-Individual points give additional detail to engage the reader's interest. -Vocabulary is factual and precise -Some use of tables, pictures, diagrams to add more information.	-Viewpoint is established -The narrator's viewpoint is beginning to be controlled
<b>Ongoing</b>	Construction of clauses grammatically accurate.										