

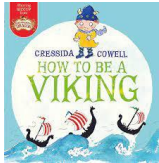
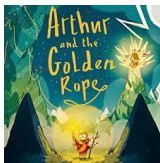
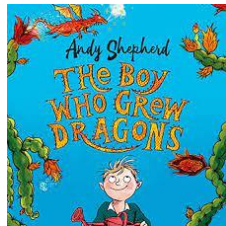


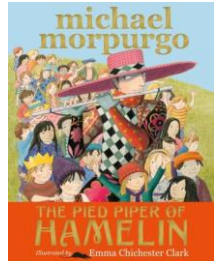




# SOUND & DISTRICT PRIMARY SCHOOL

## OPAL CLASS Year 3 / 4 ENGLISH GENRE & TEXT PLAN 2023/2024

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	ANGLO-SAXONS		MARVELLOUS MAPS		VIKINGS		ALL AROUND THE WORLD		MAYA CIVILISATION		EASTERN EUROPE	
	Author Focus Myths and legends from Anglo-Saxon times 		Author Focus Hannah Gold 		Author Focus Cressida Cowell And Joe Todd Stanton  		Author Focus Andy Shepherd 		Author Focus Stories from other cultures  		Author Focus Michael Morpurgo 	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non - Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
	DEFEAT THE MONSTER	NEWSPAPER REPORT	SETTING	EXPLANATION	OVERCOMING A FEAR	RECOUNT /FIRST PERSON	DILEMMA (ESCAPED DRAGON)	NON CHRON REPORT	QUEST/ LEGEND	PERSUASIVE LETTER	LOSING TALE	DISCUSSION
	BEOWULF BY MICHAEL MORPURGO	DEFEAT OF GRENDDEL	THE LAST BEAR BY HANNAH GOLD	HOW ARE POLAR BEARS AFFECTED BY GLOBAL WARNING	HOW TO BE A VIKING BY CRESSIDA COWELL	ARTHUR AND THE GOLDEN ROPE	AN ESCAPED DRAGON	DRAGON NON-CHRON REPORT	CREATE OWN QUEST	SAVE THE TREE	PIED PIPER INSPIRED STORY	SHOULD WE WEAR SCHOOL UNIFORM – ARGUMENTS FOR AND AGAINST
POETRY	Riddles and kennings – Anglo Saxon themed Figurative language poems				Rhyming poems Dragon poems				Calligrams and Haiku			

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SPAG	Autumn	Spring	Summer
	<p>Nouns and pronouns for clarity</p> <p><b>Singular and Plural Nouns</b></p> <p>Consonant and vowels</p> <p>Suffixes – ly</p> <p>Past tense</p> <p>Subordinate clauses</p> <p>Adjectives</p> <p>A or an ?</p> <p>Prefixes: super, anti, auto</p> <p>Present Tense</p> <p>Apostrophes</p> <p><b>Possessive pronouns</b></p> <p><b>Fronted adverbials</b></p>	<p>Verbs</p> <p>Compound nouns</p> <p>Prefixes: dis, mis, un</p> <p>Subordinating conjunctions</p> <p>Inverted commas – <b>new line, new speaker</b></p> <p>Adverbs – time and cause</p> <p>Prefixes – in</p> <p>Suffixes – ation</p> <p>Coordinating conjunctions</p> <p>Organisational devises</p> <p><b>Commas after fronted adverbials</b></p> <p><b>Expanded noun phrases</b></p> <p><b>Determiners</b></p>	<p>Prepositions <b>to express time and cause</b></p> <p><b>Verb inflections</b></p> <p><b>Possessive apostrophes</b></p> <p><b>Subordinate clauses</b></p> <p>Prefixes: re, sub, inter</p> <p>Suffixes beginning with vowels</p> <p>Time conjunctions</p> <p>Paragraphs</p> <p>Homophones</p> <p>Suffixes – ous</p> <p>Word families</p> <p>Place and cause conjunction</p>



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Focus DEFEAT THE MONSTER	Focus NEWSPAPER REPORT	Focus SETTING	Focus EXPLANATION	Focus OVERCOMING A FEAR	Focus RECOUNT /FIRST PERSON	Focus DILEMMA (ESCAPED DRAGON)	Focus NON CHRON REPORT	Focus QUEST/ LEGEND	Focus PERSUASIVE LETTER	Focus LOSING TALE	Focus DISCUSSION
PLOT conquer the monster; - Use a plan to help you write your story: flowchart; timeline; storyboard; story map; story mountain - Develop each part of the story properly – don't rush it! - Use dialogue – but not too much! - Show what the main character is like by what		Picture it; use places you know and use your imagination - Imagine you are the character in the setting. Describe what you can hear, smell and feel. - Use adjectives to describe the setting in detail. - Use a list of three to build a picture, e.g. blue curtains,	Extend use of 3 part structure. -general statement to intro topic series of logical steps -steps continue until explanation complete -summary  informal language	Practise and apply the use of 'show not tell' to reveal how your character is feeling using drama and shared writing e.g. rather than say The teenager was angry, try to show how he feels, The teenager clenched his fists, his cheeks began to turn red	Quest / 1st person  Use recounts to explore alternative points of view e.g. from stories or linked to other subjects of the curriculum, writing in role as a character  Use of descriptive language  invent similes to illustrate	Introduce the problem e.g. Unluckily, the wizard heard about Asif's amazing magical powers and was extremely jealous. - describe the problem using repetition, e.g. a crazy troll, a lazy troll or a list for description, e.g. The alien had	Collect and organise ideas developing the three part structure (Y1/2) 'boxing-up' information to plan the writing sequence with: - a topic sentence to capture interest and define subject. - A reason and/or invitation to read on; - more detailed	Showing character through dialogue/actions -Range of adverbial openers -similes -metaphors -sentences x3 -change setting to change mood	Shared reading a variety of persuasive texts –adverts and publicity - to understand how they are organised	Use adverbial openers: One wintry evening... - Weave in background information. - Use different types of opening sentences: - introduce a problem e.g. When Bill Simpson woke up on Monday morning, he found he was a girl. (Bill's New Frock – Anne	Opening paragraph to engage reader -series of points in favour in connected paragraph -series of points against in connected paragraph -reasoned conclusion

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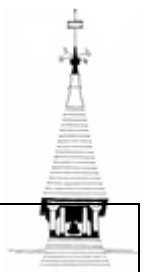
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 <p>the / say and what they do - Write an ending that shows how the main character feels, or what has been learned - Use connectives to link paragraphs</p>		<p>red carpet and a blazing fire. - Use similes e.g. like an icicle - Use adverbs, e.g. Angrily, the wind whirled - Use preposition s to describe different areas e.g. above, below, to the side, underneath , inside, outside, behind</p>		<p>and steam flowed from his ears.....; - Use action to develop characterisation. e.g. Jonas shrugged his shoulders and quietly shut the door behind him..; Jonas shot a look of dagger at his dad and slammed the door with all his might; - Join sentences together for effect in description. The bright green dragon was</p>		<p>six arms, x-ray eyes and was wearing green armour. - describe the problem using adjectives, adverbial phrases and similes e.g. Under the tree lived a terrible witch with eyes as sharp as knives. - explain the problem, e.g. Charlie was stuck in the magic box and there was no-one to help him escape. - Use</p>	<p>definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.; - a range of interesting facts and ideas about the topic in a sequence which builds up information logically; - a conclusion leaving an amazing, unexpected and memorable fact to</p>			<p>Fine) - start with a question e.g. "Can I go and play by the canal?" asked Sam. - start with dialogue e.g. Let's head for the river! yelled Jake. - start with a warning e.g. "Don't take the short cut through the woods," warned Mum</p>	
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				tired but he was still furious with the princess. - Use 'sentences of 3' for description e.g: The alien had green hair, an enormous nose and seemed to be completely confused. - Use commas in a list effectively.		adverbial openers which signal that there is a problem, e.g. Unluckily..., Suddenly..., At tha	leave the reader thinking.				
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