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Year 3/4 Acacia English Intent 24/25

Term	Advent 1		Advent 2		Lent		Pentecost 1		Pentecost 2	
Humanities	The Romans		Countries of the World		Anglo- Saxons and Vikings	UK Settlements	The Mayan Empire		Earthquakes	
Hook Book	Our Tower- Joseph Coelho Resistant text		Classic Poetry 'If' The Jungle Book- Rudyard Kipling Archaic language		Ice Palace- Robert Swindell Figurative text		Farther Resistant text The Midnight Fox- Betsy Byars non-linear text		A Midsummer Night's Dream – Shakespeare Archaic language	
Reading Genres	Diversity texts		Poetry Narratives		Classic Fiction		Picture Book Classic narrative		Classic fiction/play scripts	
Writing Genre	Non-fiction: Non-chronological and chronological report	Fiction: Narratives Letters	Non-fiction Instructions	Fiction: Short narrative Poetry	Non-fiction Letters-informal	Fiction: Developing settings Narratives	Non-fiction newspapers	Fiction: Recount Biographies	Non-fiction Explanations	Fiction: Character descriptions playscript
Grammar focus- year 3 <i>Blue indicates recap</i>	Recap word classes Include- adverbs and adjectives		-Expressing time, place and cause using conjunctions. -Introduction to paragraphs as a way to group related material		-Use of the present perfect form of verbs instead of the simple past	-Introduction to inverted commas to punctuate direct speech	-Headings and sub-headings to aid presentation		-Paragraphs -Inverted commas -apostrophes determiner pronoun, possessive pronoun adverbial	

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Grammar focus- Year 4	Recap- word classes Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases .	Use of paragraphs to organise ideas around a theme. Recap conjunctions Use of inverted commas and other punctuation to indicate direct speech	Fronted adverbials Determiner Use of commas after fronted adverbials pronoun, possessive pronoun adverbial	Appropriate choice of pronoun or noun Recap inverted commas for speech	Apostrophes to mark plural possession Recap- word classes.	Use of paragraphs to organise ideas around a theme. Use of inverted commas and other punctuation to indicate direct speech
Spelling	Following Spelling shed in differentiated groups Some pupil still access RWi as an intervention if necessary All pupils are taught Year 3/4 statutory spelling words					
Scaffold	Scaffolded learning in reading will take the form of pairing the child with an adult or pupils who can prompt with tricky words when reading aloud. Pupils will be given the opportunity to pre-read any sections before they read aloud in class. They may also be given comprehension questions prior to the lesson to allow for extra thinking time. For lessons in writing pupils will be given sentence stems, word mats and the option to use predictive software for longer writes. Pupils will also be encouraged to plan their work using mind maps and story planners- these can be completed with an adult or as part of paired work.					
Challenge	More able pupils will be encouraged to deepen their understanding in reading by comparing texts, generating open questions of their own and reading other texts by the same author. In writing pupils should be encouraged; use a greater range of punctuation consistently across all genres/subjects. A greater awareness of the reader should be adopted and use of a wider range of vocabulary to entertain and inform.					
Oracy	Retell a story to a small group	Performance poetry as a small group	Hot- seating opportunities	Playscripts	Debate issues relating to immigration	Opportunity to rehearse short extracts of the play
Diversity Links		Exploring life in other cultures	Pupils encouraged to think about different views and cultures		Pupils are encouraged to think about the causes of why people need to move to another country.	

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