

Green Group English LTP 2016/ 2017

	Fiction	Non-fiction	Poetry
Autumn term	<p>Myths and Legends - Pandora's Box, Odysseus and the Cyclops <i>Recounts, planning and drafting writing, setting and character description, editing and improving work</i></p> <p>Grammar <i>Fronted adverbials, main and subordinate clauses, relative clauses</i></p> <p>Guided reading Information retrieval, inference</p>	<p>Non-chronological reports The Northern lights <i>Non-chronological reports, explanation texts. Organising paragraphs around a theme, topic and linking sentences, subheadings and bullet points</i></p> <p>Grammar <i>Apostrophes for possession, contractions, standard English, homophone and near homophones</i></p> <p>Guided reading <i>Selecting relevant information from a range of texts, summarising</i></p>	<p>Syllabic poems – Kennings, Haikus and Cinquains</p> <p>Grammar <i>Using grammatical terminology specifically by using and recognising adjectives, nouns and adverbs; understanding and using adverbials and fronted adverbials; using and understanding grammatical terminology</i></p> <p>Guided reading <i>Vocabulary and word choice, recommending books to others, identifying themes</i></p>
Spring term	<p>Stories from times past Billy the Kid Goodnight Mr Tom Or ? Blitz Cat (starts in Beaminster)</p> <p>Grammar Using and punctuating direct speech, indicating possession by using the possessive apostrophe with plural nouns. Using and recognising nouns, adjectives and prepositional phrases; using adverbs; using adverbs and prepositions to express time and place.</p> <p>Guided reading Stories with a historical setting Information texts – information retrieval Stories with difficult dilemmas</p>	<p>Persuasive writing and balanced arguments</p> <ul style="list-style-type: none"> <li>- <i>Debate – should chn have to wear school uniform?</i></li> <li>- <i>Should chn be allowed to use the Internet unsupervised</i></li> </ul> <p>Grammar Brackets and hyphens, standard English, subordinating and co-ordinating conjunctions, pronouns and determiners, prefixes and suffixes</p> <p>Guided reading Information texts – information retrieval Stories</p>	<p>Narrative poetry The Chimney Sweeper, The Lamb - William Wordsworth</p> <p>Grammar Expanded noun phrases, descriptive techniques, using a range of punctuation choosing nouns and pronouns for clarity and to avoid repetition. Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time &amp; cause</p> <p>Guided reading discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>

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			<p>NB World poetry day usually March</p> <p>Read for your school - Spring term 1 &amp; Easter holidays</p>
<p>Summer term</p>	<p>Stories from other cultures            Journey to Joburg – Beverly Naidoo            Mufaro’s Beautiful daughters            Gervelie’s journey</p> <ul style="list-style-type: none"> <li>- Journalistic writing</li> <li>- Playscript writing</li> </ul> <p>Planning and drafting writing            in narratives, describing settings, characters            and atmosphere and integrating dialogue to            convey character and advance the action</p> <p>Grammar            speech punctuation, prefixes and suffixes</p> <p>Guided reading            drawing inferences such as inferring            characters’ feelings, thoughts and motives            from their actions, and justifying inferences            with evidence</p> <p>predicting what might happen from details            stated and implied</p>	<p>Chronological reports, formal letter            writing</p> <p>Formal letter writing - child refugees            (based on Gervelie’s journey)            identifying the audience for and purpose            of the writing, selecting the appropriate            form and using other similar writing as            models for their own</p> <p>Instructions and Explanations  <i>proposing changes to vocabulary,            grammar and punctuation to enhance            effects and clarify meaning</i></p> <p>Grammar            modal and imperative verbs, colons and            semi-colons, formal and informal            language.</p> <p>Guided reading            Information and explanation texts, using            evidence from the text to support            answers            identifying how language, structure and            presentation contribute to meaning</p>	<p>Poetry            Poetry from around the world            Learning poetry by heart            Performance poetry            ? link to art and artists</p> <p>Grammar            Learning the grammar for Years 3 and 4            in Appendix 2, using and punctuating            direct speech, using the present perfect            form of verbs in contrast to the past            tense</p> <p>Guided reading            discuss and evaluate how authors use            language, including figurative language,            considering the impact on the reader</p> <p>Reading for pleasure and selecting books</p>

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