

English medium-term plan: Year 3/ 4 autumn/ spring/summer

Text (s)	My Name is Not Refugee, Refugees and Migrants, The Boy at the back of the class		
Links to wider curriculum	RE, PSHE,		
Reading outcomes	Make links between texts identifying themes, use dictionaries to check the meaning of words		
Writing outcomes	Series of Diary Entries, Non-Chronological Report, Story		
National curriculum objectives:			
Reading	Writing-transcription	Writing-composition	Writing-vocabulary, grammar and punctuation
<p>Word reading Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>Use further prefixes and suffixes and understand how to add them - see English appendix 1 Spell further homophones Spell words that are often misspelt - see English appendix 1 Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>develop their understanding of the concepts set out in English appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Learning the grammar for years 3 and 4 in Indicate grammatical and other features by: Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>

identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say			
Prior Knowledge:	Previous diary entries, story and non-chronological reports, discussions of texts, retrieval & inference skills, annotating texts		
Misconceptions:	The differences between refugees and migrants, incorrect punctuation		
Spelling	See scheme		
Handwriting	See Letter-join scheme		
	Genre	Adaptive teaching	Resources
Week 1	Use dictionary to define 'Refugee' & 'Migrant' Predict & ask questions based on front cover 'My Name is Not Refugee.' Give reasons for choices – 'What would you take & why?' Infer character feelings & give evidence Diary entry – leaving home – include feelings	SEND – Cloze procedure texts, jumbled sentences, Other adaptations: Sentence starters, partially filled grid with evidence to match to feeling	Fiction: My Name is Not Refugee, The Boy at the Back of the Class Non-fiction: Refugees & Migrants Variety of other linked fiction, poetry and non-fiction books available in class
Week 2	Use dictionary define words that could be used in writing this week – fascinated, intrigued, inquisitive Adverbs root ending ic/al Use diary entries from last week to annotate features used – what is missing, how can they be improved? Ask questions & hot seat character Write next two parts as two diary entries – One day focus on paragraphing, one day focus on fronted adverbials	SEND – Cloze procedure texts, jumbled sentences, Other adaptations: paragraphing structure, include key points needed for each paragraph to support content, examples of fronted adverbials.	Fiction: My Name is Not Refugee, The Boy at the Back of the Class
Week 3	Use a dictionary to find the word before the one given. Adverbs ending in y more than one syllable. Sort adverbs into purpose – how something is done/when something is done. Diary entry – using adverbs Edit and improve text (either own or given)	SEND – Cloze procedure texts, jumbled sentences, Other adaptations: paragraphing structure, include key points needed for each paragraph to support content. Possible adverbs to use	Fiction: My Name is Not Refugee, The Boy at the Back of the Class
Week 4	Sort features of Fiction/Non-Fiction Make notes from non-fiction, finding relevant information Turn notes into sentences Begin to write non-chronological report	SEND – Cloze procedure texts, jumbled sentences, planning sheet pre-populated with some notes	Non-fiction: Refugees & Migrants The Boy at the Back of the Class
Week 5	Use conjunctions to join/extend sentences Dictation using ly words Continue & complete Non-Chronological report	SEND – Cloze procedure texts, jumbled sentences, planning sheet pre-populated with notes	Non-fiction: Refugees & Migrants The Boy at the Back of the Class
Week 6	Plan own story based on story read. Own story 'My Name is not New Kid'	SEND – Group planning sheet – discussion with adult.	Fiction: My Name is Not Refugee, The Boy at the Back of the Class

	<p>Look at the impact of sentence length and structure Begin to write own story over a few days. Learning Goals: Vary sentence length for impact; use paragraphs; include fronted adverbials.</p>	<p>Group writing – sharing sentences, initial letters modelled, own writing, adult support</p>	<p>Fiction: My Name is Not Refugee, The Boy at the Back of the Class</p>
Week 7	<p>Complete individual stories Edit and improve a section/sections Read aloud stories/sections of stories to each other and class.</p>	<p>Group writing – sharing sentences, initial letters modelled, own writing, adult support</p>	<p>Fiction: My Name is Not Refugee, The Boy at the Back of the Class</p>
Week 8	<p>No week 8</p>		
Evaluation:	<p>Children have really enjoyed this unit of work. They have learnt a lot and many have made links between the texts we have read. They are enjoying the class Novel – The Boy at the Back of the Class and this novel will continue next half term to complete. Some children have continued research into famous refugees at home pursuing their learning through their own interest.</p>		