

## Blakeney Primary School English Long-term plan 2023-2024 Year 3/4

| Topic                                                           | Stone Age to Iron Age              | Countries around The World                         | Ancient Egypt                            | Our European<br>Neighbours                      | Early Civilisations                                                                                                                                                                                                        | In the Desert                                        |
|-----------------------------------------------------------------|------------------------------------|----------------------------------------------------|------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|                                                                 | Autumn 1                           | Autumn 2                                           | Spring 1                                 | Spring 2                                        | Summer 1                                                                                                                                                                                                                   | Summer 2                                             |
| Key text Texts to follow JC' The Write Stuff' units of work     | Stone Age Boy Countries around The | THE SECRET OF BLACK ROCK  The Secret of Black Rock | SECRETS SOF A KING Secrets of a Sun King | THE STREET  WY FEET  The Street Beneath My Feet | Theseus and the Minotaur                                                                                                                                                                                                   | Earth Shattering Events                              |
| Guided reading<br>Texts to follow<br>Bug Club Guided<br>Reading | Mary Anning King Kafu and the Moon | Bright Sparks The Song of the Sand and Sky         | Bright Sparks Daring Deeds               | King Kafu the Moon Daring Daring Deeds          | Fairy Tales Myths of the Sea                                                                                                                                                                                               | Escape from the Black Mountain A Tale of Two Poggles |
|                                                                 |                                    |                                                    |                                          | King Kafu Daring Deeds                          |                                                                                                                                                                                                                            |                                                      |
| Storytime                                                       | STIG<br>OUSTP                      | Angel  Angel  Ref  Storday thigher                 | AND THE ACADEMY OF THE SUN               | PALD DAHL FANTASTIC MR FOX                      | PHILIP                                                                                                                                                                                                                     | Rey-R                                                |
| Rhymes and poems                                                | Stig of the Dump by Clive          |                                                    |                                          |                                                 | FIREWORK. MAKER'S DAUGHTER  DAUGHTER  CHEROLOGICAL STREET | JENNY<br>MCLACHLAN                                   |
| Poemo                                                           | King                               | Angel on the Roof                                  | TOLÁ OKOGWU                              | Fantastic Mr Fox                                |                                                                                                                                                                                                                            | The Land Of Roar                                     |

|                     |                                                                      |                                                       | Onyeka and the                                     |                                            | The Firework maker's                               |                                     |
|---------------------|----------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|--------------------------------------------|----------------------------------------------------|-------------------------------------|
|                     |                                                                      |                                                       | Academy of the Sun                                 |                                            | Daughter                                           |                                     |
| Non-fiction<br>text | Skara<br>Brac                                                        | COUNTRIES<br>OF THE WORLD                             | Discover & Learn  Ancient Egyptians The Study Book | Discover & Learn  Europe The Good Book     | Civilisations Taster Book                          | Described Antimals                  |
|                     | Non- Fiction:                                                        | Narrative                                             | Non-fiction Diary                                  | Explanation Text                           | Narrative-Myth                                     | Non-chronological                   |
| Writing genre       | Persuasive Brochure                                                  | Non-fiction-Recount                                   | Writing                                            |                                            |                                                    | report                              |
|                     | Narrative                                                            |                                                       |                                                    |                                            |                                                    | Poetry Writing                      |
|                     | use of the forms of <b>a</b> and <b>an</b>                           | formation of <b>nouns</b> using a                     | Introduction to inverted                           | Develop use of adverbs                     | Identify and use                                   | Use place and cause                 |
|                     | according to whether the next word begins with a <b>consonant</b> or | range of <b>prefixes</b> e.g.<br>super-, anti-, auto- | commas to punctuate direct speech                  | for time, place and cause e.g. next, soon, | prepositions to express time, place and cause e.g. | conjunctions Edit and evaluate work |
|                     | a <b>vowel</b> e.g. <u>a</u> rock, <u>an</u> open door               | identify and use adjectives                           | Identify and use powerful                          | therefore                                  | before, after, during, in,                         | Identify homophones and             |
|                     | Look at nouns and pronouns                                           | Identify and use past,                                | verbs                                              | Use prefix in and im                       | because of                                         | near homophones                     |
|                     | Identify nouns and pronouns                                          | present and future tense                              | Jon words to make                                  | Look at the suffix –                       | Use prefixes re, sub and                           | Investigate suffix –ous             |
|                     | Identify consonants and vowels                                       | create adverbs using the                              | compound nouns                                     | ation                                      | inter                                              | Explore word families               |
|                     | Pat tense – regular and irregular                                    | adverb –ly                                            | Use the prefix dis, mis and                        | Develop use of                             | Identify and use time                              |                                     |
| Grammar and         | verbs                                                                | Use apostrophes for                                   | un                                                 | coordinating                               | conjunctions                                       |                                     |
| punctuation         | Use conjunctions to create a                                         | contraction                                           | Use subordinating                                  | conjunctions                               | Identify and develop use                           |                                     |
| Year 3              | subordinating clause Join simple sentences with <b>and</b>           | prefix                                                | conjunctions                                       | Develop use of headings and sub-           | of paragraphs Use question marks and               |                                     |
| rear 3              | and <b>because</b> (compound                                         | pielix                                                | conjunction; direct                                | headings                                   | explanation marks                                  |                                     |
|                     | sentences)                                                           |                                                       | speech; inverted commas                            | Use of the <b>present</b>                  |                                                    |                                     |
|                     |                                                                      |                                                       | ,                                                  | perfect form of verbs                      | preposition                                        |                                     |
|                     |                                                                      |                                                       |                                                    | instead of the simple                      |                                                    |                                     |
|                     |                                                                      |                                                       |                                                    | past e.g. He has gone                      |                                                    |                                     |
|                     |                                                                      |                                                       |                                                    | to play contrasted with                    |                                                    |                                     |
|                     |                                                                      |                                                       |                                                    | He went out to play                        |                                                    |                                     |

| Grammar and punctuation Year 4 | Pluralise nouns Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Develop use of compound words Identify and use adverbs of time and cause and manner (compound sentences) <b>determiner</b> | Develop use of fronted adverbials and use the correct punctuation Use prepositions to express time and cause Identify and use possessive pronouns Apostrophes to mark plural possession e.g. the girl's name, the girls' names Use commas for lists and fronted adverbials Group ideas into sections using paragraphs | Develop use of powerful adjectives Develop use of expanded noun phrases Explore homophones and near homophones Develop editing skills Use of inverted commas and other punctuation to indicate direct speech — e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!" inverted comma | Continue to develop use of inverted commas Identify determiners Develop use of prepositional phrases and expanded noun phrases Explore and use present perfect tense Explore word families  Start a sentence with a connective Start with and drop in an "ing" clause Use fronted adverbials e.g. Later that day, I | Standard English – explore verb inflections Use conjunctions to express time and cause Explore taught prefixes Use and identify the possessive apostrophe Develop use of paragraphs to group ideas | Verbs – past simple and present perfect verb forms Use prefixes anti, auto, trans, super and over Using apostrophes for possession with plural nouns Develop and use subordinating clauses when, if, while, because Develop use of organisational devices – headings and subheadings |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                       | ,                                                                                                                                                                                                                                                                                                                                               | an "ing" clause Use fronted adverbials                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      |

Spelling Year 3 and Year 4

| Stage 3   | Autumn 1                                                                                     | Autumn 2                                                                                                              | Spring 1                                                                                       | Spring 2                                                                                                 | Summer 1                                                                                                       | Summer 2                                                                                                      |
|-----------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Objective | Step 1: Words where the digraph 'ou' makes an /ow/ sound                                     | Step 7:<br>Words with the prefix 're-<br>'                                                                            | Step 13:<br>Words with the digraph<br>'ai' and tetragraph<br>'aigh'                            | Step 19:<br>Words ending in<br>'al'                                                                      | Step 25:<br>Words with the suffix '-<br>er'                                                                    | Step 31:<br>Words ending in<br>'-sion'                                                                        |
| Words     | mouth, sprout, around,<br>sound, spout, ouch,<br>hound, trout, found, proud                  | redo, return, refresh,<br>redecorate, reappear,<br>review, replay,<br>reaction, rebound, revenge                      | straight, strainer,<br>fainted, claimed,<br>waist, snail, painter,<br>chained, failure, waiter | arrival, burial, comical,<br>magical, emotional,<br>national, personal,<br>optional, survival, tropical  | teacher, stretcher,<br>dispatcher, catcher,<br>butcher, richer,<br>scorcher,<br>preacher, cruncher,<br>watcher | vision, confusion,<br>division, television,<br>invasion, erosion,<br>collision, decision,<br>fusion, revision |
| Objective | Step 2:<br>Words where the digraph<br>'ou' makes a /u/ sound                                 | Step 8:<br>Words with the prefix 'dis-'                                                                               | Step 14:<br>Words with the digraph<br>'ei' and tetragraph 'eigh'                               | Step 20:<br>Words ending in<br>'le'                                                                      | Step 26:<br>Words where the<br>digraph 'ch' makes a<br>/k/ sound                                               | Step 32: Challenge<br>Words                                                                                   |
| Words     | touch, double, country,<br>trouble, young, cousin,<br>enough, couple, encourage,<br>flourish | disappoint, disobey,<br>disappear, disapprove,<br>disable, dislike, dislocate,<br>disadvantage, dislodge,<br>disagree | freight, vein, weigh,<br>reins, eight, eighteen,<br>reign, veil, neighbour,<br>sleigh          | battle, settle, article,<br>humble, struggle, terrible,<br>possible,<br>example, capable,<br>adjustable  | scheme, chorus, echo,<br>chemist, character,<br>stomach,<br>monarch, school,<br>anchor, chaos                  | special, strange,<br>difficult, important,<br>length, perhaps,<br>position, pressure,<br>question, purpose    |
| Objective | Step 3:<br>Words where 'y' makes an<br>/i/ sound                                             | Step 9:<br>Words with the prefix 'mis-'                                                                               | Step 15:<br>Words where the<br>digraph 'ey'<br>makes an /ai/ sound                             | Step 21: Words ending in '-ly' where the base word ends in 'le'                                          | Step 27:<br>Words ending in<br>'-gue' and '-que'                                                               | Step 33: Revision<br>words                                                                                    |
| Words     | symbol, gym, myth,<br>synonym, Egypt, lyrics,<br>pyramid, system, mystery,<br>gymnastics     | mistake, mislead,<br>misbehave, misspell,<br>misplace, misread, mistrust,<br>misunderstanding, misuse,<br>mislaid     | obey, osprey, prey,<br>disobey, they, convey,<br>they, survey,<br>surveyor, conveyor,<br>grey  | gently, simply, humbly,<br>nobly, durably, terribly,<br>incredibly,<br>responsibly, wrinkly,<br>possibly | vague, league, plague,<br>fatigue, antique,<br>dialogue, unique,<br>grotesque, plaque,<br>mosque               | exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise                |

| Objective | Step 4:<br>Words ending in<br>'-sure'                                                               | Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words                                             | Step 16:<br>Words with the<br>suffix '–ly'                                                         | Step 22:<br>Words ending in<br>'-ly' where the base word<br>ends<br>in '-ic'                                                            | Step 28:<br>Words where the digraph<br>'sc' makes a /s/ sound                                             | Step 34: Revision words                                                                                                           |
|-----------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Words     | treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure | developing, developed,<br>limiting, covering,<br>limited, gardening,<br>gardener, covered,<br>listening, listened         | calmly, exactly, deadly,<br>bravely, boldly, gladly,<br>deeply, clearly, hourly,<br>quickly        | basically, frantically,<br>logically, tragically,<br>magically, publicly,<br>dramatically, historically,<br>automatically, specifically | science, scene,<br>discipline, scissors,<br>ascends, scented,<br>fascinate, scenery,<br>crescent, descend | freight, hourly, missed,<br>scented, suppose, plaque,<br>grotesque, daily, descend,<br>automatically                              |
| Objective | Step 5:<br>Words ending in<br>'-ture'                                                               | Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words                                             | Step 17:<br>Words that are<br>homophones                                                           | Step 23:<br>Words ending in<br>'-ly'; exceptions                                                                                        | Step 29:<br>Words that are<br>homophones                                                                  | Step 35: Revision words                                                                                                           |
| Words     | adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture      | forgetting, forgotten,<br>beginning, propelled,<br>preferred, permitted,<br>regretting, committed,<br>forbidden, equipped | great, main, grown,<br>missed, meet, grate,<br>mane, groan, mist,<br>meat                          | truly, slyly, fully, duly, shyly,<br>wholly, drily, coyly, happily,<br>daily                                                            | ball, bawl, break,<br>brake, male, mail, fair,<br>fare, berry, bury                                       | teacher, scheme,<br>history, mention, bawl,<br>crescent, eighteen, regular,<br>mane, disable                                      |
| Objective | Step 6: Challenge Words                                                                             | Step 12: Challenge Words                                                                                                  | Step 18: Challenge<br>Words                                                                        | Step 24: Challenge Words                                                                                                                | Step 30: Challenge Words                                                                                  | Step 36: Revision words                                                                                                           |
| Words     | actual, bicycle,<br>answer, circle, earth,<br>enough, island, fruit,<br>often, popular              | centre, disappear,<br>heart, minute, regular,<br>decide, early, learn,<br>notice, therefore                               | build, describe,<br>imagine, library,<br>natural, ordinary,<br>promise, recent,<br>suppose, weight | address, mention,<br>arrive, occasionally,<br>certainly, probably,<br>experience, reign, history,<br>sentence                           | accidentally, breathe,<br>century, eight, consider,<br>guard, heard, peculiar,<br>possible, quarter       | disappear, specifically,<br>reaction, committed,<br>misunderstanding,<br>forbidden,<br>capable, neighbour,<br>personal, confusion |

| Stage 4   | Autumn 1                                                                                                                   | Autumn 2                                                                                                                             | Spring 1                                                                                                             | Spring 2                                                                                                                       | Summer 1                                                                                                 | Summer 2                                                                                                 |
|-----------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Objective | Step 1:<br>Words that are<br>homophones                                                                                    | Step 7:<br>Words ending in<br>'-ation'                                                                                               | Step 13:<br>Words ending in<br>'-sion'                                                                               | Step 19:<br>Words where<br>'au' makes an<br>/or/ sound                                                                         | Step 25:<br>Words that are<br>homophones                                                                 | Step 31: Challenge<br>Words                                                                              |
| Words     | accept, except, knot,<br>not, peace, piece, plain,<br>plane, weather,<br>whether                                           | information, sensation,<br>preparation, vibration,<br>decoration, donation,<br>duration, registration,<br>population, determination  | expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion          | automatic, August, launch,<br>haul,<br>astronaut, cause, author,<br>applaud, autumn, audience                                  | scene, who's, affect,<br>hear, whose, heal,<br>effect, here, heel, seen                                  | guide, possess,<br>forwards, accident,<br>eighth, occasion,<br>Wednesday, actually,<br>busy, forward     |
| Objective | Step 2:<br>Words with the prefix<br>'in-'<br>meaning 'not'                                                                 | Step 8:<br>Words ending in<br>'-ation'                                                                                               | Step 14:<br>Words ending in '-ous'                                                                                   | Step 20:<br>Words ending in<br>'-tion'                                                                                         | Step 26:<br>Words spelled<br>with 'c' before 'i' and<br>'e'                                              | Step 32:<br>Words that are plurals<br>with possessive<br>apostrophes                                     |
| Words     | inability, inactive,<br>inadequate, incorrect,<br>incurable, indefinite,<br>inelegant, inflexible,<br>insecure, invisible  | adoration, admiration,<br>coronation, detonation,<br>observation, location,<br>generation, exploration,<br>combination, illustration | poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous         | invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection               | circle, century,<br>centaur, circus,<br>princess, voice,<br>medicine, celebrate,<br>celery, pencil       | girls', boys', babies',<br>children's, men's,<br>mice's, ladies', cats',<br>women's, geese's             |
| Objective | Step 3:<br>Words with the<br>prefixes 'il-', 'im-' and<br>'ir-'                                                            | Step 9: Words ending '-ly'                                                                                                           | Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains                                    | Step 21:<br>Words ending in<br>'-sion'                                                                                         | Step 27:<br>Words containing<br>'sol' and 'real'                                                         | Step 33: Revision words                                                                                  |
| Words     | illegal, illegible,<br>immature, immortal,<br>impossible, impatient,<br>imperfect, irregular,<br>irrelevant, irresponsible | sadly, completely, wildly,<br>bravely, gently, foolishly,<br>proudly,<br>horribly, nervously,<br>happily                             | courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous | expression, discussion,<br>confession, permission,<br>admission, impression,<br>obsession, procession,<br>omission, concussion | solve, insoluble, real,<br>reality, dissolve,<br>solution, realistic,<br>unreal, realisation,<br>soluble | expression, musician,<br>reluctantly, group,<br>scene, circle, solve,<br>supermarket, bicycle,<br>except |

| Objective | Step 4:<br>Words with the prefix 'sub-'<br>meaning 'below' or<br>further divided                                            | Step 10: Words ending<br>'-lly'                                                                                             | Step 16: Words where a suffix is added to words ending in 'Y'                                                        | Step 22:<br>Words ending in<br>'-cian'                                                                             | Step 28:<br>Words containing<br>'phon' and 'sign'                                                                                        | Step 34: Revision<br>words                                                                                            |
|-----------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Words     | subdivide, subheading,<br>subject, submarine,<br>submerge, submit,<br>substandard, subtitle,<br>subtropical, subway         | usually, finally, beautifully,<br>thoughtfully, wonderfully,<br>carefully, faithfully,<br>peacefully, cruelly,<br>generally | merriment, happiness,<br>plentiful, penniless,<br>happily, prettiest,<br>nastiness, beautiful, pitiful,<br>silliness | musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician | signal, telephone,<br>assign, microphone,<br>homophone, sign, phonics,<br>signature, megaphone, design                                   | incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully          |
| Objective | Step 5: Words with the prefix 'inter-' meaning 'between or among'                                                           | Step 11:<br>Words where 'ch' makes a<br>/sh/ sound                                                                          | Step 17: Words ending in '-ious' and 'eous'                                                                          | Step 23:<br>Words that are adverbs of<br>manner                                                                    | Step 29: Words with the prefixes 'super-', 'anti-' and 'auto                                                                             | Step 35: Revision words                                                                                               |
| Words     | interact, intercept,<br>interchange, intercity,<br>intercom, interface,<br>interfere, international,<br>internet, interview | chef, chalet, machine,<br>brochure, parachute,<br>chute, chaperone,<br>chandelier, crochet, quiche                          | serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous                    | reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously | supermarket,<br>superhero, superstar,<br>superhuman, antiseptic,<br>anticlockwise, antisocial,<br>autobiography, autograph,<br>automatic | brochure, famous,<br>tension, penniless, hideous,<br>different, astronaut,<br>completion, admission,<br>mathematician |
| Objective | Step 6: Challenge Words                                                                                                     | Step 12: Challenge Words                                                                                                    | Step 18: Challenge Words                                                                                             | Step 24: Challenge Words                                                                                           | Step 30:<br>Words with the prefix 'bi-'<br>meaning 'two'                                                                                 | Step 36: Revision words                                                                                               |
| Words     | strength, grammar, calendar,<br>women, appear, straight,<br>interest, opposite, increase,<br>believe                        | favourite, complete,<br>continue, experiment,<br>February, naughty, material,<br>knowledge, remember,<br>famous             | extreme, although, breath,<br>caught,<br>different, exercise,<br>medicine, thought,<br>business, possession          | surprise, separate, group,<br>height,<br>potatoes, though,<br>particular, through, caught,<br>woman                | bicycle, biplane, biped,<br>bicentennial, biannual,<br>bilingual,<br>biscuit, biceps, binoculars,<br>bisect                              | gently, separate, affect,<br>unexpectedly, potatoes,<br>circus, insoluble,<br>microphone, superhuman,<br>bicentennial |