



# Roby Park Primary School



## Y3/4 Literature Spine – Cycle B

| Texts Blocks, Links and suggested outcomes |  |  |   |   |
|--|--|--|---|---|
| Autumn                                     |  | Spring   |   | Summer  |
| Topics                                     | The Gift of the Nile   | We Will Rock You   | Under the Sea   | Parlez Vous Francais?   |
| <b>Writing Opportunities</b>               | <ul style="list-style-type: none"> <li>• Instructions for making the Shadoof</li> <li>• Descriptions and guides for exhibits in museum</li> <li>• Newspaper report script</li> </ul>   | <ul style="list-style-type: none"> <li>• Persuasive writing in response to debate</li> <li>• Descriptive timelines linked to each area of the changing ages.</li> <li>• Diary entry written as Iron Age child in Martin Mere.</li> </ul>   | <ul style="list-style-type: none"> <li>• Persuasive posters/ leaflets to protect the environment</li> <li>• Non-chronological reports - sea creatures/places</li> </ul>   | <ul style="list-style-type: none"> <li>• Persuasive posters/ leaflets to protect the environment</li> <li>• Non-chronological reports - sea creatures/places</li> </ul> |
| <b>English Literature Texts</b>            | <b>The Lost Happy Ending - Carol Ann Duffy</b>   | <b>Belonging – Jeannie Baker</b>   |   | <b>Gorilla – Anthony Browne</b>   |
| <b>Hook</b>                                |  |  |   |   |
| <b>Wider Reading</b>                       | Sleeping Beauty. A mid-century fairy tale - David Roberts and Lynn Roberts-Maloney<br>Princess Smartypants - Babette Cole<br>Prince Cinders - Babette Cole<br>The Paper Bag Princess - Robert Munsch<br>Not All Princesses Dress in Pink - Jane Yolen & Heidi E Y Stemple<br>Goldilocks on CCTV - John Agard<br>Snow White in New York - Fiona French<br>The Three Pigs - David Wiesner<br>The Wolf's Story - Toby Forward<br>Into the Forest - Anthony Browne<br>Hansel and Gretel - Anthony Browne<br>Hansel and Gretel - Neil Gaiman<br>Dangerously Ever After - Dashka Slater  | The Tunnel - Anthony Browne<br>Hansel and Gretel - Anthony Browne<br>Piggybook - Anthony Browne<br>Gorilla - Anthony Browne<br>Through the Magic Mirror - Anthony Browne<br>Looking for Dad by Brian Patten in Gargling with Jelly - Brian Patten<br>The Pea and the Princess - Mini Grey<br>The Stinky Cheese Man and other Fairly Stupid Tales - Jon Scieszka<br>The True Story of the Three Little Pigs - Jon Scieszka<br>Little Red - Lynne Roberts<br>Me and You - Anthony Browne | The Outlaw Varjak Paw - SF Said and Dave McKean<br>One Dog and his Boy - Eva Ibbotson<br>Krindlekrax - Philip Ridley<br>Mufaro's Beautiful Daughters - John Steptoe<br>The Stepsisters' Story - Kaye Umansky<br>Sheeps Don't Go to School - Andrew Fusek Peters/<br>Princess' Blanket – Carol Ann Duffy<br>Arthur and the Golden Rope - Joe Todd-Stanton<br>One Plastic Bag – Isatou Ceesay and the Recycling<br>Women of the Gambia - Miranda Paul,<br>A Necklace of Raindrops - Joan Aiken<br>Fox - Margaret Wild<br>Wolves -Emily Gravett  |   |
| <b>Spoken English Outcomes</b>             | <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Listen and respond appropriately to adults and peers</li> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances and debates</li> <li>• Consider and evaluate different viewpoints, attending to the contributions of others</li> </ul> | <ul style="list-style-type: none"> <li>• Participate actively in collaborative conversations;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas;</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>   | <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Listen and respond appropriately to adults and peers</li> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• Consider and evaluate different viewpoints, attending to the contributions of others</li> </ul> |   |



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|  | <ul style="list-style-type: none"> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>  |   | <ul style="list-style-type: none"> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and</li> </ul>  |
| <b>Written Outcomes</b><br>A minimum of 3 outcomes per half term | <b>#1: Writing in role</b><br><br><b>#2: Advisory notes</b><br><br><b>#3: Non-chronological reports</b><br><br><b>#4: Narrative</b><br><br><b>#5: Poetry</b><br><br><b>#6: Letter writing</b>  | <b>#1: Setting description</b><br><br><b>#2: Poetry (senses)</b><br><br><b>#3: Persuasive text/letter</b><br><br><b>#4: Newspaper report</b><br><br><b>#5: Debate (discursive text)</b><br><br><b>#6: Window descriptive journal</b>  | <b>#1: Letter Writing</b><br><br><b>#2: Narrative recount</b><br><br><b>#3: Illustrated sequel</b><br><br><b>#4: Conversation between characters</b><br><br><b>#5: Script writing</b><br><br><b>#6: Poetry</b>   |
| <b>Spellings</b>   | <b>Year 3</b> <ul style="list-style-type: none"> <li>Spellings with ei, ey, ai, ear,</li> <li>Homophones and near homophones</li> <li>Statutory spellings</li> <li>Adverbs - no change to root word, root words ending in y, -le root words, -al and -ic root words, -ly adverbs.</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Use prefixes in, im,il,ir sub, inter, anti and auto</li> <li>Spell homophones-accept/except e.t.c.</li> <li>Use first three or four letters to check spellings in a dictionary</li> <li>Spell words with "gue" and K sound</li> <li>Statutory spellings</li> </ul> | <b>Year 3</b> <ul style="list-style-type: none"> <li>Short i sound using y, suffixes</li> <li>Prefixes - mis, dis</li> <li>Words with a k sound spelt with a ch</li> <li>Homophones and near homophones</li> <li>Prefix -bi and -re</li> <li>words ending in -gue</li> <li>Words with sh sound spelt with ch</li> <li>Statutory spellings</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>I can understand and add suffixes ation, ous</li> <li>Spell words with the sc sound</li> <li>Add endings that sound like shun</li> <li>Statutory spellings</li> </ul>   | <b>Year 3</b> <ul style="list-style-type: none"> <li>Word families based on common words - struct, scope and press</li> <li>Words ending in -ary</li> <li>Words with u sound and o/ou spelling.</li> <li>Suffix -al</li> <li>Silent letter revision</li> <li>-sure endings with different sounds</li> <li>Statutory spellings</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Spell more complex that are often misspelt in year 3</li> <li>Place the possessive apostrophe accurately in words</li> <li>Write sentences from memory, dictated by the teacher.</li> <li>Statutory spellings</li> </ul> |
| <b>Composition</b>   | <b>Year 3</b> <ul style="list-style-type: none"> <li>I can plan my writing by talking about the important parts.</li> <li>I can rewrite my work making improvements by saying my work out loud using the best words I know.</li> <li>I can re-read my work by changing the vocabulary and grammar to make it more interesting.</li> <li>I can organise my writing into paragraphs.</li> <li>I can draft and write material using headings and subheadings to organise my work.</li> </ul>  | <b>Year 3</b> <ul style="list-style-type: none"> <li>I can plan my writing by talking about the important parts.</li> <li>I can draft and rewrite work that describes my character in an exciting way using my best vocabulary.</li> <li>I can re-read my work by changing the vocabulary and grammar to make it more interesting.</li> <li>I can proofread my work by reading aloud and putting in capital letters, full stops, question marks and exclamation marks</li> <li>I can rewrite my work making improvements by saying my work out loud using the best words I know.</li> <li>I can organise my writing into paragraphs.</li> <li>I can read my work out to group with confidence and make sure it sounds interesting using the right column and tone.</li> </ul> | <b>Year 3</b> <ul style="list-style-type: none"> <li>I can use conjunctions such as when, before, during, next, soon.</li> <li>I can re-read my work to improve it for my audience.</li> <li>I can proofread my work by reading aloud and putting in capital letters, full stops, question marks and exclamation marks.</li> <li>I can plan my writing by discussing examples from other writers I like.</li> </ul>  |



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| <p><b>Vocabulary punctuation and grammar</b></p> | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>I can identify word families based on root words.</li> <li>I can create new words using a range of prefixes.</li> <li>I can use paragraphs.</li> <li>I can use headings and subheadings.</li> </ul>  | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>I can use paragraphs.</li> <li>I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, sfater, during, in, because of.</li> <li>I can use headings and subheadings.</li> </ul>  | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>I can use speech marks correctly.</li> <li>I can use headings and subheadings.</li> <li>I can use paragraphs.</li> <li>I can use the present perfect form of verbs.</li> </ul>  |
|  | <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can use the correct form of verb inflection.</li> <li>I can use commas after adverbials.</li> <li>I can use paragraph to orgainse ideas around a theme.</li> <li>I can make writing interesting by using using adjectives and other descriptive methods.</li> </ul>  | <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can explain the difference the plural and the possessive s.</li> <li>I can use apostrophes to mark possession and plural possession</li> <li>I can use the correct form of verb inflection.</li> <li>I can use paragraph to orgainse ideas around a theme.</li> <li>I can make writing interesting by using using adjectives and other descriptive methods.</li> <li>I can use a mixture of pronouns and nouns in my writing.</li> <li>I can use adverb phrases at the start of my sentence.</li> </ul>  | <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can use inverted commas and other punctuation to indicate direct speech.</li> <li>I can use commas after adverbials.</li> <li>I can make writing interesting by using using adjectives and other descriptive methods.</li> <li>I can use paragraph to orgainse ideas around a theme.</li> </ul>                             |
| <p><b>Handwriting</b></p>                        | <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>I can use more of the diagonal and horizontal strokes I need to join letters and know which letters when they are next to each other are best left unjoined.</li> <li>I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.</li> </ul> |  |   |
|  | <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can use more of the diagonal and horizontal strokes I need to join letters and know which letters when they are next to each other are best left unjoined.</li> <li>I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.</li> </ul> |  |   |