

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Text type (name and genre)	The Owl Who was Afraid of The Dark – Jill Tomlinson Fiction				101 Ways to Save the Planet Before Bedtime – Paul Mason		Curriculum Writing week
Writing outcome	To write the opening to a story that grabs the reader’s attention and invites them to read on.		To write the ending of a story where the beginning has been provided.		To write a report describing their ideal green neighbourhood.		To write a formal letter to the rainforest trust
Reading Outcome	To state the main problem in the story and state how this is affected by other story events.		To identify the series of events that lead to the story resolution.		To recognise and investigate diagrams as part of a non-fiction text.		
SPAG outcomes	To vary sentence openings	Extend the range of sentences with more than one clause by using a wider range of conjunctions.	To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use fronted adverbials.	To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use fronted adverbials.	Revise the use of punctuation to demarcate sentences correctly.	Use and understand grammatical terminology appropriately when discussing writing.	-Variation of sentence structure and text cohesion.
Tier 2 vocabulary	Obvious, cautiously, whirling, gulp, distress, bleary, accidentally, roost, obediently, charming		Shrieked, indignantly, clinging, rustling, snout, reproachfully, contraption, peering, absolutely, expedition		Affect, journeys, swap, otherwise, produces, naturally, hardly, monitor, reduce, persuade		Reference to appropriate topic vocabulary
Speaking and listening opportunities	Ask relevant questions to extend their understanding and knowledge	Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions	Consider and evaluate different viewpoints attending to and building on	-Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings. -Ask relevant questions to extend understanding and knowledge.		Consider different viewpoints. Discuss and justify own viewpoints

				the contributions of others.			attending to and building on the contributions of others.
TAF reading outcomes	Ask questions to improve their understanding of a text. Draw inferences such as characters feelings, thoughts and motives from their actions and justify inferences with evidence.		Predict what might happen from details stated and implied. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening		-Identify how language, structure and presentation contribute to meaning. -Retrieve and record information from non-fiction.		Read and discuss a wide range of texts
TAF writing outcomes		-In narratives, create settings, characters and plot. -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although.		-In narratives, create settings, characters and plot. -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although.		-Organise paragraphs around a theme. -use and understand grammatical terminology accurately and appropriately when discussing writing.	Write for a range of purposes and audiences.

LITERACY MEDIUM TERM PLAN
TERM: SUMMER TERM 1

YEAR GROUP: Y3/4

CLASS TEACHER: A.Howarth-Smith



**Aston Lodge
Primary School**
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		-Use fronted adverbials		-Use fronted adverbials			
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