

**MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS**

**LITERACY HALF TERM PLANNING** : Spring 2026 2nd half term CLASS : ROSES YR 3/4 Mrs Chapman ( Mon,Tue) Mrs O’Grady (Wed, Thu) Grammar / punctuation

WEEK	Key learning objectives and sequence of learning Monday – Wednesday	Grammar Punctuation Thursday Pre-learning ready for the following week	Learning Outcomes and cross curricular links				
WEEK 1 23/2/26	<p>Monday : Look at advertisements for Chester Zoo – analyse features Headings , subheadings, persuasive language , bullet points a rhetorical question a quote “ It is a fantastic day out for all the family” etc</p> <p>Tuesday : Plan a advertisement for the zoo</p> <p>Wednesday : Write advert</p>	<p>Using quotes in persuasion</p> <p>Use suffixes: delicious, adventurous enormous, dangerous</p>	Zoo visit				
WEEK 2 2/3/26	<p>Holiday brochure</p> <p>Set up MoE context – Eco tourist company</p> <p>Watch</p> <p>Monday: Analyse features of introduction 'persuasive holiday adverts '- Headings subheadings imperative verbs, fronted adverbials- persuasive language - i.e it is important that...It is essential to...in order to make the most of ..you must etc</p> <p>Tuesday : Write an advertisement for 'Eco Bus Tour company'</p> <p>Wednesday : Teach If, if, if then The an and a - articles ( recap sentence punctuation )</p> <p>Thur/ Fri MOG write introduction to travel brochure - If, if, if, bossy verbs : enjoy, see , experience travel , travel in style and comfort etc</p>	<p>If , if, if then Alan Peat sentence</p> <table border="1" data-bbox="987 507 1848 651"> <tr> <td data-bbox="987 507 1077 651"><b>If, if, if, then.</b></td> <td data-bbox="1077 507 1357 651"> <p>If the alarm had gone off, <b>if</b> the bus had been on time, <b>if</b> the road repairs had been finished, <b>then</b> he might have got to school on time. <b>If</b> I hadn't found the watch, <b>if</b> the alarm hadn't gone off, <b>if</b> I hadn't scared those burglars, <b>then</b> I wouldn't be sitting here today.</p> </td> <td data-bbox="1357 507 1610 651"> <ul style="list-style-type: none"> <li>- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause.</li> <li>- Each clause always begins with an <b>if</b> or a <b>then</b> and each clause ends with a comma (,) or a full stop (.)</li> </ul> </td> <td data-bbox="1610 507 1848 651"> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, <b>if</b>, because, although p.40 (LKS2 programme of study)</li> </ul> </td> </tr> </table>	<b>If, if, if, then.</b>	<p>If the alarm had gone off, <b>if</b> the bus had been on time, <b>if</b> the road repairs had been finished, <b>then</b> he might have got to school on time. <b>If</b> I hadn't found the watch, <b>if</b> the alarm hadn't gone off, <b>if</b> I hadn't scared those burglars, <b>then</b> I wouldn't be sitting here today.</p>	<ul style="list-style-type: none"> <li>- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause.</li> <li>- Each clause always begins with an <b>if</b> or a <b>then</b> and each clause ends with a comma (,) or a full stop (.)</li> </ul>	<ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, <b>if</b>, because, although p.40 (LKS2 programme of study)</li> </ul>	Geography
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WEEK 3 9/3/26	<p>Persuasive Holiday Brochure</p> <p>Monday :</p> <p>Research key features of a country on route</p> <p>Tuesday : write a brochure paragraph about that country I can plan an itinerary for bus journey through Europe I can write an itinerary for Bus trip through Europe</p> <p>Wednesday : <b>using adverbs</b> :</p> <p>Adverbs_ to show how you should do things e.g <u>Slowly</u> climb the many</p> <p>Thursday : Write a paragraph using adverbs to describe what you can do in France . Carefully clime the Eiffel tower. Slowly , gently, Use other features : Bossy verbs / adjectives similes</p>	Adverbs : What is an adverb – how to use in a sentence	Geography				

<p>WEEK 4 16/3/26</p>	<p><i>Holiday Brochure</i> Monday Research Italy – Tuesday persuasive paragraph about Italy Rome Wednesday : Concluding paragraph – All in all, in short / in conclusion / To sum up etc Thur : Redraft and illustrations</p>	<p><b>Noun, which/who /where</b></p>	<p>Cakes, <b>which</b> taste fantastic, are not so good for your health. Snakes, <b>which</b> scare me, are not always poisonous. Tom, <b>who</b> was a little shorter than the others, still made it into the football team.</p>	<p>- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u>, <u>who</u> or <u>where</u>.</p>	<p>- Relative clauses beginning with who, which, where, when, whose that, or an omitted relative pronoun p.78 (English Appendix 2)</p>	<p>Geography</p>
<p>WEEK 5 23/3/26</p>	<p>Easter Week : Complete Holiday brochures Write recount of Easter story Performance summer holiday songs??</p>					<p>RE</p>
<p>EASTER HOLS</p>						