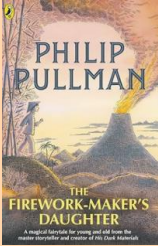






Year 3/4 Cycle B Reading Long Term Overview

Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p style="text-align: center;">Text: Be the Change (Moodle)</p> 	<p style="text-align: center;">Text: Live like a Hunter Gatherer</p> 	<p style="text-align: center;">Text: The Firework Maker's Daughter (Class Reader)</p> 	<p style="text-align: center;">Text: The White Fox</p> 	<p style="text-align: center;">Text: Harklights (Class Reader)</p> 	<p style="text-align: center;">Text: Malala's Magic Pencil</p> 
Poetry	Non-Fiction	Fiction Diversity/ Representation	Fiction	Fiction	Fiction Diversity/ Representation
<p>National Curriculum Objectives: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Identify/ explain how meaning is enhanced through choice of words and phrases Make comparisons within the text Recognise some different forms of poetry SL8 (Y4) Able to say words of any length with accuracy</p>	<p>National Curriculum Objectives: Give/explain the meaning of words in context Retrieving, recording and presenting information from non-fiction Summarise main ideas from more than one paragraph. Make comparisons within the text SL9 (Y4) Able to take on group roles to discuss with peers</p>	<p>National Curriculum Objectives: Make inference from the text/explain and justify inferences with evidence from the text. Give/explain the meaning of words in context Predict what might happen from details stated and implied. SL1 (Y4) Infer meanings, reasons and make predictions</p>	<p>National Curriculum Objectives: Make inference from the text/explain and justify inferences with evidence from the text. Retrieve and record information /identify key details from fiction and non-fiction</p>	<p>National Curriculum Objectives Give/explain meaning of words in contexts Make inference from the text/explain and justify inferences with evidence from the text. SL2 (Y3) Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question</p>	<p>National Curriculum Objectives: Give/explain meaning of words in contexts Identify and explain how narrative content is related and contributes to meaning as a whole. SL7 (Y3) Understand how language is used to investigate and reflect on feelings</p>

SL10 (Y4) Use intonation to give added emphasis					
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: Stig of the Dump (Class Reader) 	Text: Great Women who changed the world 	Text: Cinnamon 	Text: Invented by Animals 	Text: Where my wellies take me. 	Text: Until I met Dudley 
Heritage/ Archaic Language	Non-Fiction Diversity/ Representation	Fiction Diversity/ Representation	Non- Fiction	Poetry	Non-Fiction
<p>National Curriculum Objectives: <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p><i>Checking that the book makes sense to them and exploring the meaning of words in context</i></p> <p><i>Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning</i></p> <p>SL5 (Y3) Discuss how a character may be feeling and why</p>	<p>National Curriculum Objectives: <i>Retrieving, recording and presenting information from non-fiction</i></p> <p><i>Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)</i></p> <p>SL9 (Y3) Respond to the opinions of others in the group</p>	<p>National Curriculum Objectives <i>Make inference from the text/explain and justify inferences with evidence from the text.</i></p> <p><i>Predict what might happen from details stated and implied</i></p> <p>SL4 (Y4) Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan</p>	<p>National Curriculum Objectives: <i>Retrieve and record information /identify key details from fiction and non-fiction.</i></p> <p><i>Identify/explain how meaning is enhanced through choice of words and phrases.</i></p> <p><i>Identifying how language, structure, and presentation contribute to meaning</i></p> <p>SL3 (Y4) Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding</p>	<p>National Curriculum Objectives: <i>Give/explain the meaning of words in context</i></p> <p><i>Make inference from the text/explain and justify inferences with evidence</i></p> <p><i>Identify and explain how narrative content is related and contributes to meaning as a whole.</i></p> <p><i>Identify/ explain how meaning is enhanced through choice of words and phrases</i></p> <p><i>Identifying how language, structure, and presentation contribute to meaning</i></p> <p>SL6 (Y4) Able to sustain a conversation by giving reasons and explaining choices and views</p>	<p>National Curriculum Objectives: <i>Retrieve and record information /identify key details from fiction and non-fiction</i></p> <p><i>Identifying how language, structure, and presentation contribute to meaning</i></p>
Ongoing statements					
<p>Phonic: To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings</p> <p>Words: To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> <p>Comparing & Contrasting - To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books .To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Reading Comprehension - Develop positive attitudes to reading and understanding of what they read by: • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Identifying themes and conventions in a wide range of books • Discuss words and phrases that capture the reader's interest and imagination</p>					



Year 3/4 Cycle B Writing Long Term Overview

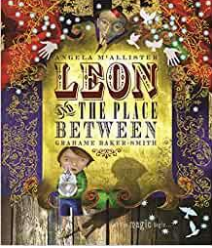

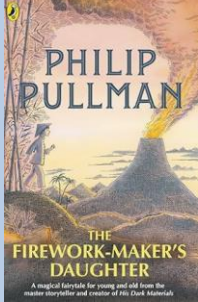
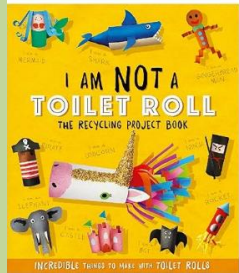
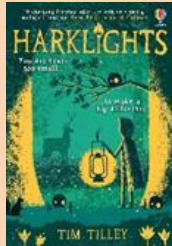
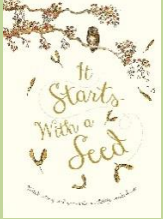
Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language


Purpose:

Persuade

Inform

Entertain

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Form: Advertisement Audience: Members of the public Purpose: To persuade them to buy tickets for the show</p> <p style="text-align: center;">SOA: Letter to the boy at the place in-between.</p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Form: Narrative Sequel – Iron Age Boy / Bronze Age Boy Audience: 7-9 year olds Purpose: To entertain</p> <p style="text-align: center;">SOA: Diary entry when he returned home.</p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Form: Narrative – focus on dialogue between Lila and her father after Lila runs away. Audience: 7-9 year olds Purpose: To entertain</p> <p style="text-align: center;">SOA: Persuade people to visit _____ (link to geog)</p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Form: Instructions on how to wash your hands sustainably (including how to use a paper towel and tap) Purpose: Inform Audience: Otterbourne School children</p> <p style="text-align: center;">SOA: Dialogue for the moment the boy meets the White Fox</p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Form: Narrative Purpose: Entertain Audience: 7-9 year olds</p> <p style="text-align: center;">SOA: Interview with one of the characters in Harklights</p>	<p style="text-align: center;">Text:</p>  <p style="text-align: center;">Form: a poem that contains quatrains to contribute to collection of class nature poems. Purpose: to entertain the reader and explain the life cycle of an aspect of nature Audience: Peers</p> <p style="text-align: center;">SOA: Non-chronological report on chosen aspect of nature</p>
Fiction	Fiction	Fiction Diversity/ Representation	Non-Fiction	Fiction	Poetry

<p>National Curriculum Objectives In non-narrative material, using simple organisational devices</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Organising paragraphs around a theme</p> <p>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. extended noun phrases, including with prepositions</p> <p>SL8 (Y3) Produce speech that is consistently clear and easy to understand Able to signal punctuation and emphasise meaning through the use of intonation</p>	<p>National Curriculum Objectives: In narratives, creating settings, characters and plot using and punctuating direct speech (i.e. Inverted commas)</p> <p>Organising paragraphs around a theme</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Using and punctuating direct speech (including punctuation within and surrounding inverted commas) SL5 (Y3) Tell a story with a clear structure including the setting and ideas linked in different ways</p>	<p>National Curriculum Objectives: In narratives, creating settings, characters and plot Using and punctuating direct speech (i.e. Inverted commas) organising paragraphs around a theme</p> <p>Extended noun phrases, including with prepositions</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>National Curriculum Objectives: Using conjunctions, adverbs and prepositions to express time and cause (and place) Using fronted adverbials discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>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. SL1 (Y3) Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed SL8 (Y3) Produce speech that is consistently clear and easy to understand Able to signal punctuation and emphasise meaning through the use of intonation SL7 (Y4) Discuss cause and effect</p>	<p>National Curriculum Objectives In narratives, creating settings, characters and plot</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Using fronted adverbials</p> <p>Direct speech (including punctuation within and surrounding inverted commas)</p> <p>SL5 (Y4) Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</p>	<p>National Curriculum Objectives Speak audibly and fluently with an increasing command of Gain, maintain and monitor the interest of the listener(s) Writing Read aloud own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar SL3 (Y3) Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes SL8 (Y3) Produce speech that is consistently clear and easy to understand Able to signal punctuation and emphasise meaning through the use of intonation SL2 (Y4) Use a series of questions to keep a conversation flowing</p>
<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>
<p>Text: Stig of the Dump</p>  <p>Form: Diary Entry Audience: Barney Purpose: To entertain</p>	<p>Text: The Street Beneath my Feet</p>  <p>Form: Page in an information book – The Street Beneath the North Pole</p>	<p>Text: Cloud Tea Monkeys</p>  <p>Form: Formal Persuasive Letter Audience: Cloud Tea Monkeys</p>	<p>Text: Interview with Boudicca (link to Romans)</p>  <p>Form: Interview with an _____ (choose a role learnt about in Roman Civilisation e.g. Soldier, Slave).</p>	<p>Text: The Tear Thief</p>  <p>Form: Narrative – children create another page for the book about a child who has their tears stolen.</p>	<p>Experience: Out & About in Otterbourne Fieldwork</p> <p>Form: Leaflet on safe cycling to school Audience: KS2 Children at Otterbourne School Purpose: To inform</p> <p>SOA: Wear a helmet persuasive advert.</p>

SOA: Wanted Poster for Stig	Audience: KS2 children Purpose: To inform SOA: Advertisement for this book	Purpose: To convince them to collect more cloud tea SOA: Diary Entry from Tashi	Audience: Children aged 7-9 Purpose: To inform and entertain in the style of Andy Seed SOA: Recount of trip to Fishbourne Roman Palace	Audience: Children who worry about crying Purpose: To entertain and reassure SOA: Letter to a child who is embarrassed about crying	
Golden Thread: Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry link Fiction	Non-Fiction
<p>National Curriculum Objectives Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>SL10 (Y3) Exaggerate to make a story more interesting</p>	<p>National Curriculum Objectives In non-narrative material, using simple organisational devices (headings & subheadings)</p> <p>Using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>SL5 (Y3) Able to use conjunctions to increase the length and grammatical complexity of sentences</p>	<p>National Curriculum Objectives Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Organising paragraphs around a theme</p> <p>SL1 (Y4) Listen to information, work out which elements are key and make relevant, related comments</p> <p>SL10 (Y4) Add or omit detail according to how much is already known by the listener</p>	<p>National Curriculum Objectives Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Standard English verb inflections (I did vs I done)</p> <p>SL2 (Y3) Ask a range of different types of questions to find out specific information including 'how' and 'why'</p> <p>SL10 (Y3) Exaggerate to make a story more interesting</p> <p>SL10 (Y4) Use intonation to give added emphasis</p> <p>SL12 (Y4) Understand and use popular colloquial expressions</p>	<p>National Curriculum Objectives In narratives, creating settings, characters and plot using the present perfect form of verbs in contrast to the past tense</p> <p>Using and punctuating direct speech (i.e. Inverted commas)</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>extended noun phrases, including with prepositions</p>	<p>National Curriculum Objectives In non-narrative material, using simple organisational devices</p> <p>Using fronted adverbials</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>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>SL4 (Y3) Give reasons and explanations for choices and viewpoints in class discussions</p> <p>SL6 (Y3) Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</p> <p>SL12 (Y3) Aware of the need to use more formal language with adults</p>

Ongoing statements

Word Reading - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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.

Writing Transcription (Spelling and Handwriting)]-Use the first two or three 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. 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

Writing (Composition) 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 • 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