

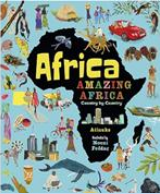


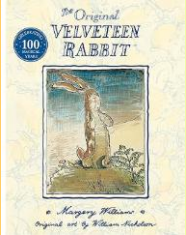




## Year 3/4 Cycle A Reading Long Term Overview

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

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
<b>Text: The Boy who grew Dragons (CLASS READER)</b> 	<b>Text:</b> 	<b>Text: Varjak Paw (CLASS READER)</b> 	<b>Text:</b> <b>Tin Forest (Link to Promise)</b> 	<b>Text: Norse Myths (linked to hist. unit)</b> 	<b>Text: The Wild Robot (CLASS READER)</b> 
<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Non-Fiction</b>	<b>GOLDEN THREAD: Fiction</b>	<b>GOLDEN THREAD: Heritage/ Archaic</b>	<b>GOLDEN THREAD: Fiction</b>
<b>National Curriculum Objectives:</b> Use clues to make predictions Define vocabulary thinking about its meaning and impact. Retrieve information to sequence events. Explore vocabulary and carry out role-play to understand the relationship between characters. Analyse an author's style and identify different techniques and vocabulary used. Create character profiles identifying how the character develops. SL1 (Y4) Infer meanings, reasons and make predictions	<b>National Curriculum Objectives:</b> Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from detail SL5 (Y3) Discuss how a character may be feeling and why	<b>National Curriculum Objectives:</b> Asking questions to improve their understanding Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning Identifying how language, structure, and presentation contribute to meaning SL9 (Y3) Respond to the opinions of others in the group	<b>National Curriculum Objectives:</b> Give/explain the meaning of words in context Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from detail *Identifying the main ideas drawn from more than one paragraph and summarising these SL1 (Y4) Listen to information, work out which elements are key and make relevant, related comments	<b>National Curriculum Objectives:</b> Give/explain the meaning of words in context Retrieve and record information /identify key details from fiction and non-fiction SL8 (Y4) Secure phonological awareness skills	<b>National Curriculum Objectives:</b> Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from details stated and implied Identify /explain how narrative content is related and contributes to meaning as whole Identify/ explain how meaning is enhanced through choice of words and phrases Make comparisons within the text

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p><b>Text: The Dark</b></p> 	<p><b>Text: The Undefeated</b></p> 	<p><b>Text: Africa Amazing Africa (linked to geog unit)</b></p> 	<p><b>Text: Poems from a Green and Blue Planet</b></p> 	<p><b>Text: Viking Voyages (linked to hist.)</b></p> 	<p><b>Text: The Velveteen Rabbit</b></p> 
<p><b>GOLDEN THREAD: Fiction</b></p>	<p><b>GOLDEN THREAD: Poetry Diversity/Representation</b></p>	<p><b>GOLDEN THREAD: Fiction</b></p>	<p><b>GOLDEN THREAD: Poetry</b></p>	<p><b>GOLDEN THREAD: Non-Fiction</b></p>	<p><b>GOLDEN THREAD: Heritage/ Archaic Language</b></p>
<p><b>National Curriculum Objectives:</b> Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence SL7 (Y3) Understand how language is used to investigate and reflect on feelings SL11 (Y3) Able to understand another's point of view and show whether they agree or disagree</p>	<p><b>National Curriculum Objectives:</b> Summarise main ideas from more than one paragraph Make inferences from the text/explain and justify inferences with evidence form the text SL10 (Y3) Exaggerate to make a story more interesting. SL 10 (Y4) Use intonation to give added emphasis SL8 (Y3/4) Able to say words of any length with accuracy SL8 (Y3) Able to signal punctuation and emphasise meaning through the use of intonation</p>	<p><b>National Curriculum Objectives:</b> Retrieve and record information /identify key details from non-fiction Summarise main ideas from more than one paragraph Identify /explain how information is related and contributes to meaning as whole Make comparisons within text SL3 (Y4) Identify clearly when they haven't understood/ can't remember specific vocabulary and can ask questions to clarify SL4 (Y4)Use complex grammar and sentences effectively to clarify, summarise, explain</p>	<p><b>National Curriculum Objectives:</b> Make inferences from the text/explain and justify inferences with evidence form the text Make comparisons within the text SL8 (Y3) Able to signal punctuation and emphasise meaning through the use of intonation</p>	<p><b>National Curriculum Objective:</b> Give/explain the meaning of words in context Retrieve and record information /identify key details from fiction and non-fiction Identify/ explain how meaning is enhanced through choice of words and phrases Identify /explain how information is related and contributes to meaning as whole SL3 (Y3)Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes</p>	<p><b>National Curriculum Objectives</b> Make inferences and draw conclusions about the text Identify and understand the use of metaphor SL2 (Y4) Be aware of when they can't remember and ask for an explanation SL3 (Y4) Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding</p>
<p style="text-align: center;"><b>Ongoing statements</b></p> <p><b>Phonic:</b> 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><b>Words:</b> To begin to read Y3/Y4 exception words.* To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> <p><b>Comparing &amp; Contrasting</b> - 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><b>Reading Comprehension</b> - 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 A Writing Long Term Overview




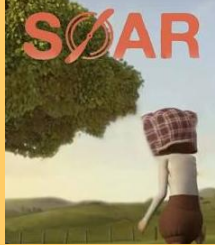

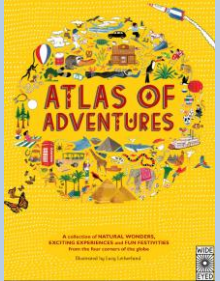
Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language


**Purpose:**

**Persuade**

**Inform**

**Entertain**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>
<p>Text: The Barnabus Project</p>  <p style="color: green;">Form: Non-chronological report Purpose: To inform Audience: Purchasers of failed pets</p> <p style="color: green;">SOA: Retell of the escape</p>	<p>Text: Charlotte's Web</p>  <p style="color: blue;">Form: Letter Purpose: Persuasion Letter Audience: Father</p> <p style="color: red;">SOA: Non-Chronological Report</p>	<p>Text: Window</p>  <p style="color: blue;">Form: Sales Brochure for the first and last house in the book Purpose: To persuade Audience: House buyer</p>	<p>Film: Soar</p>  <p style="color: red;">Form: Narrative Purpose: To entertain. Audience: Children who want to give up when things get tough</p> <p style="color: green;">SOA: Write a letter of hope, telling them why they shouldn't give up.</p>	<p>Text: The Wild Robot (linked to hist.)</p>  <p style="color: red;">Form: Narrative -Dialogue between two characters Purpose: to entertain Audience: People who would like to watch the film</p> <p style="color: blue;">SOA: Persuasive Letter to a producer to turn their favourite book into a film.</p>	<p>Text: Atlas of Adventures (linked to geog.)</p>  <p style="color: green;">Form: Factsheet / Atlas of Adventure page Purpose: To inform Audience: Adventurers</p> <p style="color: yellow;">SOA: Come to Cortina! Advert(P)</p>
<b>GOLDEN THREAD:</b> Fiction	<b>GOLDEN THREAD:</b>	<b>GOLDEN THREAD:</b> Fiction	<b>GOLDEN THREAD:</b> Fiction	<b>GOLDEN THREAD:</b> Fiction	<b>GOLDEN THREAD:</b> Non-Fiction

	Heritage/ Archaic Language				
<p><b>National Curriculum Objectives:</b> Plan 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</p> <p>Organise paragraphs around a theme In non-narrative material, use simple organisational devices [for example, headings and sub-headings] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because SL7 (Y3) Understand how language is used to investigate and reflect on feelings</p>	<p><b>National Curriculum Objectives:</b> Draft and write, organising paragraphs around a theme Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Proof-read for spelling and punctuation errors SL6 Y4 Able to sustain a conversation by giving reasons and explaining choices and views. SL9 (Y4) Able to take on group roles to discuss with peers. SL12 (Y3) Aware of the need to use more formal language with adults</p>	<p><b>National Curriculum Objectives:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using fronted adverbials</p> <p>Using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>In narratives, creating settings, characters and plot</p> <p>SL7 (Y4) Able to discuss cause and effect.</p>	<p><b>National Curriculum Objectives:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>Use of inverted commas and other punctuation to indicate direct speech In narratives, creating settings, characters and plot</p> <p>SL4(Y3) Give reasons and explanations for choices and viewpoints in class discussions. SL5 (Y4) Able to use fronted adverbials to increase the length and grammatical complexity of sentences.,</p>	<p><b>National Curriculum Objectives:</b> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expressing time, place and cause using conjunctions Fronted adverbials [for example, Later that day, I heard the bad news. Inverted commas for direct speech and using a comma after the reporting clause In narratives, creating settings, characters and plot SL5(Y3) Tell a story with a clear structure including the setting and ideas linked in different ways</p>	<p><b>National Curriculum Objectives:</b> Choosing nouns or pronouns appropriately for clarity and cohesion Draft non-narrative material, using simple organisational devices discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Evaluate/edit To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>SL 10 (Y4) Use intonation to give added emphasis SL12 (Y4) Understand and use popular colloquial expressions SL2 (Y4) Use a series of questions to keep conversation flowing SL8 (Y4) Use formal language when appropriate</p>
<p><b>Learning Journey 2</b> <b>Text: The Night Box</b></p>	<p><b>Learning Journey 2</b> <b>Text: Winter's Child</b></p>	<p><b>Learning Journey 2</b> <b>Text: Varjak Paw</b></p>	<p><b>Learning Journey 2</b> <b>Text: A Dream Unheard Poem (my Dream School) &amp; Talk from Wateraid</b> <a href="https://www.youtube.com/watch?v=XwSLqduOrbM">https://www.youtube.com/watch?v=XwSLqduOrbM</a></p>	<p><b>Learning Journey 2</b> <b>Text: Arthur and the Golden Rope (linked to hist. unit)</b></p>	<p><b>Learning Journey 2</b> <b>Text: The Iron Man</b></p>
 <p><b>Form: Performance Poem</b> <b>Purpose: To create an image with language</b> <b>Audience: 7-9 year olds</b></p>	 <p><b>Form: Narrative – create the dialogue for the time when the boys have to part</b> <b>Purpose: Entertain</b></p>	 <p><b>Form: Character Description</b> <b>Purpose: Inform</b></p>	 <p><a href="https://www.wateraid.org/ug/stories/my-dream-school-the-wash-poem-that-transformed-the-st-joseph-musoto-ps-community">https://www.wateraid.org/ug/stories/my-dream-school-the-wash-poem-that-transformed-the-st-joseph-musoto-ps-community</a></p>	 <p><b>Form: Leaflet - Description of Fenrir the wolf, through the eyes of Arthur</b> <b>Purpose: To inform/ warn</b> <b>Audience: The town's folk</b></p>	 <p><b>Form: Instructions</b> <b>Purpose: Inform</b> <b>Audience: Iron Man</b></p>

<p><b>SOA: Setting description</b></p>	<p><b>Audience: Peers</b> <b>SOA: Descriptive Winter Poem</b></p>	<p><b>Audience: Children who might like to read Varjak Paw</b></p> <p><b>SOA: Discussion between two characters</b></p>	<p><b>Form: Leaflet.</b> <b>Purpose: To persuade people to donate to Wateraid</b> <b>Audience: Visitors to the school.</b></p> <p><b>SOA: Flyer / Poster to inform</b></p>	<p><b>SOA: Write a poem inspired by the ingredients needed for the golden rope</b></p>	<p><b>SOA Description of the Iron Man</b></p>
<p><b>GOLDEN THREAD: Poetry</b></p>	<p><b>GOLDEN THREAD: Fiction</b></p>	<p><b>GOLDEN THREAD: Fiction</b></p>	<p><b>GOLDEN THREAD: Poetry Diversity/ Representation</b></p>	<p><b>GOLDEN THREAD: Fiction</b></p>	<p><b>GOLDEN THREAD: Heritage/ Archaic Language</b></p>
<p><b>National Curriculum Objectives Spoken language</b> <i>Participate in, performances</i> <b>Reading</b> <i>Discuss words and phrases that capture the reader’s interest and imagination Recognise some different forms of poetry Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them Identify how language, structure, and presentation contribute to meaning</i> <b>Writing</b> <i>Plan 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 Discuss and record ideas 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</i> <i>SL10 (Y4) Use intonation to give added emphasis</i> <i>SL8 (Y4) Produce speech that is consistently clear and easy to understand</i></p>	<p><b>National Curriculum: Objectives:</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Fronted adverbials</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> <li>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition</li> <li>In narratives, creating settings, characters and plot</li> </ul>	<p><b>National Curriculum: Objectives:</b></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To use ‘a’ or ‘an’ correctly throughout a piece of writing.</p> <p>To use the full range of punctuation from previous year groups.</p> <p>In narratives, creating settings, characters and plot</p> <p>Use of topic-specific vocabulary</p> <p>SL10 (Y4) Add or omit detail according to how much is already known by the listener</p> <p>SL5 (Y3) Discuss how a character may be feeling and why</p>	<p><b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>proofread for spelling and punctuation errors</li> <li>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.</li> <li>difference between plural and possessive –s</li> <li>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> </ul> <p>SL1.(Y4) Listen to information, work out which elements are key and make relevant, related comments</p> <p>SL2. (Y3) Ask a range of questions to find out specific information</p> <p>SL6 (Y3) Able to initiate conversations with unfamiliar adults and pupils.</p> <p>SL12 (Y3) Aware of the need to use more formal language with adults</p>	<p><b>National Curriculum Objectives: Spoken language</b> <i>Give well-structured descriptions, explanations and narratives for different purposes</i></p> <p><i>Draft and write by composing and rehearsing sentences orally , progressively building a varied and rich vocabulary and an increasing range of sentence structures</i></p> <p><i>Use fronted adverbials and indicate grammatical and other features by using commas after fronted adverbials</i> <i>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</i> <i>Plan writing by discussing and recording ideas In narratives, create settings, characters and plot</i> <i>Proof-read for spelling and punctuation errors</i></p>	<p><b>National Curriculum Objectives</b> <i>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure</i></p> <ul style="list-style-type: none"> <li>Add clarity and detail to sentences by adding fronted adverbials</li> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to the strict teacher with curly hair)</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using commas after fronted adverbials</li> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> </ul> <p>SL5 (Y3) Able to use conjunctions to increase the length and grammatical complexity of sentences</p> <p>SL4 (Y4) Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan</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*
- **Vocabulary, Grammar & Punctuation** - Introduction to paragraphs as a way to group related material • Use of paragraphs to organise ideas around a theme
- **Writing (Composition)** Write sentences by: 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 • Organising paragraphs around a theme Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences