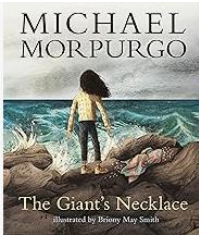
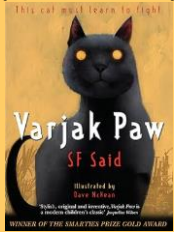
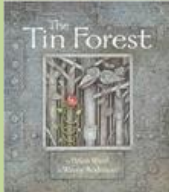
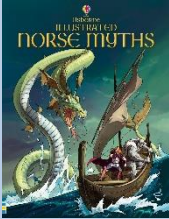
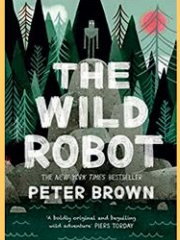
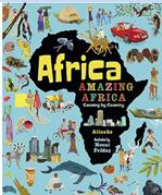
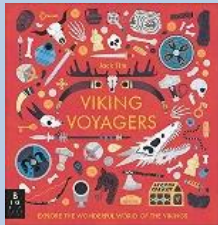
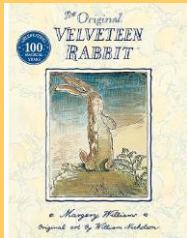




Year 3/4 Cycle A Reading Long Term Overview

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
Text: The Boy who grew Dragons (CLASS READER) 	Text: 	Text: Varjak Paw (CLASS READER) 	Text: Tin Forest (Link to Promise) 	Text: Norse Myths (linked to hist. unit) 	Text: The Wild Robot (CLASS READER) 
GOLDEN THREAD: Fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Non-Fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Heritage/ Archaic	GOLDEN THREAD: Fiction
National Curriculum Objectives: 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	National Curriculum Objectives: 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	National Curriculum Objectives: 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	National Curriculum Objectives: 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	National Curriculum Objectives: 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	National Curriculum Objectives: 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 Text: The Dark	Learning Journey 2 Text: The Undefeated	Learning Journey 2 Text: Africa Amazing Africa (linked to geog unit)	Learning Journey 2 Text: Poems from a Green and Blue Planet	Learning Journey 2 Text: Viking Voyages (linked to hist.)	Learning Journey 2 Text: The Velveteen Rabbit
					
GOLDEN THREAD: Fiction	GOLDEN THREAD: Poetry Diversity/ Representation	GOLDEN THREAD: Fiction	GOLDEN THREAD: Poetry	GOLDEN THREAD: Non-Fiction	GOLDEN THREAD: Heritage/ Archaic Language
National Curriculum Objectives: 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	National Curriculum Objectives: Summarise main ideas from more than one paragraph Make inferences from the text/explain and justify inferences with evidence from 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	National Curriculum Objectives: 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	National Curriculum Objectives: Make inferences from the text/explain and justify inferences with evidence from the text Make comparisons within the text SL8 (Y3) Able to signal punctuation and emphasise meaning through the use of intonation	National Curriculum Objective: 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	National Curriculum Objectives 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
Ongoing statements 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 Words: 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. 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). 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					



Year 3/4 Cycle A Writing Long Term Overview

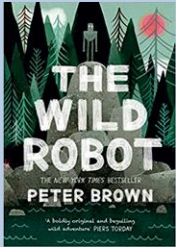
Pillars of our curriculum	Sustainability and Change (TRUST)		Diversity and Equality (RESPECT)		Aspiration and Wellbeing (DETERMINATION)
English Golden Threads	Diversity/Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

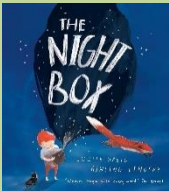
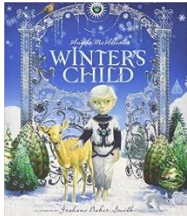
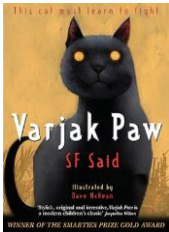
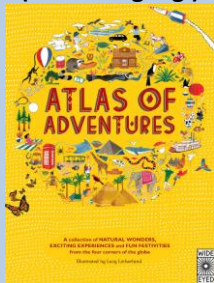
Purpose:

Persuade

Inform

Entertain

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: The Barnabus Project  Form: Non-chronological report Purpose: To inform Audience: Purchasers of failed pets SOA: Retell of the escape	Text: Charlottes Web  Form: Letter Purpose: Persuasion Letter Audience: Father SOA: Non-Chronological Report	Text: Window  SOA: Sales Description Form: Diary entry Purpose: To explain Audience: Yourself	Film: Soar  Form: Narrative Purpose: To entertain. Audience: Children who want to give up when things get tough SOA: Write a letter of hope, telling them why they shouldn't give up.	Text: The Wild Robot (linked to hist.)  Form: Narrative -Dialogue between two characters Purpose: to entertain Audience: People who would like to watch the film SOA: Persuasive Letter to a producer to turn their favourite book into a film.	Text: The Iron Man  Form: Instructions Purpose: Inform Audience: Iron Man SOA Descriptive Poem
GOLDEN THREAD: Fiction	GOLDEN THREAD: Heritage/ Archaic Language	GOLDEN THREAD: Fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Heritage/ Archaic Language

National Curriculum Objectives: 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 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	National Curriculum Objectives: 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	National Curriculum Objectives: Draft and write, organising paragraphs around a theme (PEE) 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 Using prepositions to express place. SL7 (Y4) Able to discuss cause and effect.	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 Using conjunctions, adverbs and prepositions to express time and cause (and place) Use of inverted commas and other punctuation to indicate direct speech In narratives, creating settings, characters and plot 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.,	National Curriculum Objectives: 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	National Curriculum Objectives: 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). 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
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: The Night Box  Form: Performance Poem Purpose: To create an image with language Audience: 7-9 year olds SOA: Setting description	Text: Winter's Child  Form: Narrative – create the dialogue for the time when the boys have to part Purpose: Entertain Audience: Peers	Text: Varjak Paw  Form: Character Description Purpose: Inform Audience: Children who might like to read Varjak Paw	Text: A Dream Unheard Poem (my Dream School) & Talk from Wateraid https://www.youtube.com/watch?v=XwSLqduOrbM  https://www.wateraid.org/ug/stories/my-dream-school-the-wash-poem-that-transformed-the-st-joseph-masoto-ps-community Form: Leaflet.	Text: Arthur and the Golden Rope (linked to hist. unit)  Form: Description of Fenrir the wolf, through the eyes of Arthur Purpose: To inform/ warn Audience: The town's folk	Text: Atlas of Adventures (linked to geog.)  Form: Factsheet / Atlas of Adventure page Purpose: To inform Audience: Adventurers

	SOA: Descriptive Winter Poem	SOA: Discussion between two characters	Purpose: To persuade people to donate to Wateraid Audience: Visitors to the school. SOA: Flyer / Poster to inform	SOA: Write a poem inspired by the ingredients needed for the golden rope	SOA: Come to Cortina! Advert(P)
GOLDEN THREAD: Poetry	GOLDEN THREAD: Fiction	GOLDEN THREAD: Fiction	GOLDEN THREAD: Poetry Diversity/Representation	GOLDEN THREAD: Fiction	GOLDEN THREAD: Non-Fiction
National Curriculum Objectives Spoken language Participate in, performances Reading 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 Writing 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 SL10 (Y4) Use intonation to give added emphasis SL8 (Y4) Produce speech that is consistently clear and easy to understand	National Curriculum: Objectives: - Expressing time, place and cause using conjunctions Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Fronted adverbials - Use of inverted commas and other punctuation to indicate direct speech - Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition - In narratives, creating settings, characters and plot	National Curriculum: Objectives: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. In narratives, creating settings, characters and plot Use of topic-specific vocabulary SL10 (Y4) Add or omit detail according to how much is already known by the listener SL5 (Y3) Discuss how a character may be feeling and why	National Curriculum Objectives: proofread for spelling and punctuation errors 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. difference between plural and possessive –s To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition Use simple organisational devices, e.g. headings and subheadings SL1.(Y4) Listen to information, work out which elements are key and make relevant, related comments SL2. (Y3) Ask a range of questions to find out specific information	National Curriculum Objectives: Spoken language Give well-structured descriptions, explanations and narratives for different purposes Draft and write by composing and rehearsing sentences orally , progressively building a varied and rich vocabulary and an increasing range of sentence structures Use fronted adverbials and indicate grammatical and other features by using commas after fronted adverbials Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Plan writing by discussing and recording ideas In narratives, create settings, characters and plot Proof-read for spelling and punctuation errors	National Curriculum Objectives To write a range of narratives and non-fiction pieces using a consistent and appropriate structure - Add clarity and detail to sentences by adding fronted adverbials - Expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to the strict teacher with curly hair) - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Using commas after fronted adverbials - Indicating possession by using the possessive apostrophe with plural nouns SL5 (Y3) Able to use conjunctions to increase the length and grammatical complexity of sentences SL4 (Y4) Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan

			SL6 (Y3) Able to initiate conversations with unfamiliar adults and pupils. SL12 (Y3) Aware of the need to use more formal language with adults		
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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