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| **Year 3/4** | **Autumn Term** | **Spring Term** | **Summer Term** |
| ***Suggested* Text(s)** | **Krindlekrax** *(Philip Ridley)***Picturebook – Mufaro’s Beautiful Daughters** *(John Steptoe)* | **Greek Myths** *(retold by Marcia Wiliams)***The Adventures of Odysseus** *(Hugh Lupton)* | **The Miraculous Journey of Edward Tulane** *(Kate DiCamillo)* | **Picturebook – Escape from Pompeii** *(Christina Balit)***Picturebook – The Lost Happy Endings** *(Carol Ann Duffy)* | **The Iron Man** *(Ted Hughes)***Picturebook –****Gregory Cool** *(Caroline Binch)* | **The Wild Robot***(Peter Brown)* |
| **Writing**Narrative and non-narrative | * Character comparison – Ruskin and Elvis
* Non-chronological report on dragon or wyvern
* Design own monster in an ordinary setting (setting/character description)
* Write ending in role
* Diary entry
* Magazine interview
* Information leaflet on crocodiles
* Character comparison (daughters using double bubble).
* Find the evidence tasks.
* Debate – who would make the best ruler?
 | * Newspaper article
* Narrative from 3rd person to 1st person
* Auto/or biography of a hero
* Information text on heroes/Gods/creatures
* Annotated storyboards
* Diaries
* Speeches
* Notes for a debate
 | * Diary
* Sense poem, free verse poetry
* Retell the story within the story
* Playscript
* Biography
* Personal narrative as a character
* Write the next chapter
* Book trailer using key information from the text
 | * Setting description – contrast before and after eruption
* Diary entries
* Alternative ending
* Playscript
* Haiku
* Tourist leaflet
* Writing in role
* Advisory notes
* Non-chronological reports
* Narrative
* Poetry
 | * Newspaper article.
* Compare book and film.
* Letter of apology.
* Debate in role: Should the town build the trap?
* Character profile – the Iron Man.
* First person narrative – from fish or the Iron Man’s perspective.
* Fact file on Tobago
* Poetry
* Character comparison Gregory and Lennox
 | * Information text / fact file / digital text
* Character profile
* Environmental change poster
* Email / letter
* Debate – conscience alley – should they press the button?
* Fireside speech
* Persuasive argument – should Roz go to the ship and save the island yet abandon her son or should she stay and protect her island community risking death?
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| **Reading (Y3)***(Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and reading for pleasure).* | Word Reading (Y3)* uses a range of strategies when reading aloud when prompted.
* reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words.
* experiments with different pronunciations when reading unfamiliar, longer words.
* makes good approximations of a word’s pronunciation.
 | Comprehension (Y3)* listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books.
* reads independently and can talk about what has been read.
* makes inferences from texts and can explain these.
* identifies the main points of a text.
* makes predictions based on evidence from the text and can explain these.

recognises that books are structured in different ways for different audiences and purposes. | Word Reading (Y3)* begins to use a range of strategies when reading independently.
* self-corrects using the appropriate strategies.
* discusses meaning of new words based on understanding of root words, prefixes and suffixes.

begins to read ahead looking for clues to determine meaning. | Comprehension (Y3)* begins to read silently for short periods of time.
* reads books that are structured in different ways.
* begins to ask questions to improve understanding of the text.
* recognises the author makes choices regarding the vocabulary used.
* discusses words and phrases that capture the reader’s interest and imagination.
* recognises that authors make choices regarding the layout of text / information.
* explains how the structure of a text has impact on the reader.
* begins to recognise different forms of poetry.

selects books based on awareness of reading preferences. | Word Reading (Y3)* reads a range of texts with fluency, understanding and expression.
* talks about different strategies that can be used to help make sense of reading.
* begins to select the most effective strategy.
* self-corrects without prompting when necessary.
 | Comprehension (Y3)* reads silently for longer periods of time.
* reads for a range of purposes.
* checks reading makes sense.
* talks about their understanding and tries to explain the meaning of words in context.
* reads and discusses a variety of text types.
* talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons.
* asks questions to improve understanding of the text.
* infers reasons for action and events.
* identifies words and phrases used to create mood and tension.
* offers reasons for authors’ choice of vocabulary.
* begins to summarise what has been read.
* picks out key points when sequencing fiction.
* offers explanation for layout or organisational features used within a text.
* makes comparisons between stories and between non-fiction texts comparing like with like.
* identifies some different forms of poetry.

prepares poetry to be read aloud. |
| **Reading (Y4)***(Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and reading for pleasure).* | Word Reading (Y4)* reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy.
 | Comprehension (Y4)* talks about books read, offering opinions and synopsises – at times with prompts.
* retrieves and records information from non-fiction texts.
* begins to draw inferences re. characters’ thoughts, feelings and motives from their actions.
* summarises main points of stories / information within a paragraph.
* recognises the purpose, form and audience of a text.
* identifies and comments on author viewpoints.
* begins to read a range of different forms of poetry.
* begins to prepare readings to be presented to audiences.
 | Word Reading (Y4)* reads a range of texts with fluency, understanding and expression selecting the most effective strategy.
* reads further CEW words.
 | Comprehension (Y4)* talks about books read, offering opinions and synopsises.
* begins to recognise occurring themes or conventions linked to text types.
* expands and explains answers to questions based on texts read.
* makes reference to texts when answering questions.
* justifies inferences with evidence.
* picks out vocabulary / phrases used for impact and effect.
* identifies main ideas drawn from more than one paragraph and can summarise these.
* predicts what might happen from details stated and implied.
* names some key children’s authors.
* reads aloud with increasing confidence.
* chooses books based on knowledge of author, text type and purpose of reading.
 | Word Reading (Y4)* reads most words effortlessly at a speaking pace.
* Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words.
* reads further CEW noting unusual correspondences between spelling and sound and where these occur in words.
* reads aloud with appropriate volume.
 | Comprehension (Y4)* reads a wide range of fiction and no- fiction, including poetry.
* talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions.
* talks about themes and conventions when discussing books.
* understands the different reasons for reading – for pleasure / to find information, for example.
* uses the structure of books to navigate around texts.
* selects books based on own reading experiences and preferences.
* talks about known authors.
* reads independently with sustained concentration.
* offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate.
* identifies how language, structure and presentation contributes to meaning.
* recognises different forms of poetry.
* prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume.
* talks about their own reading and reading choices.
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| **G&P** | **Consolidation/non-negotiables: -**Uses *when, if, that, because, and, but, or*Capital letter for proper nouns Commas in a listPresent and past tense consistent (including progressive) Use of Standard English Co-ordinating conjunctionsAdjectives to describe Expanded noun phrasesApostrophe for contraction and possession | **New Learning: -**Apostrophe for possessionBegin to punctuate speechHeadings and sub-headingsPast and present tense – present perfect tenseDeveloping characters through dialogueCoordinating and subordinating conjunctions Plural and singular apostrophesFronted adverbials Write in clear paragraphs across time and placeCorrectly punctuated speech – new speaker new line Wide range of conjunctionsNoun phrases with modifying adjectives Prepositional phrases |
| **Spelling (Y3)** | Words with the /ai/ sound spelt *ei, eigh* or *ey.*Words containing the /u/ sound spelt *ou.*Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding *ing*). | The /i/ sound spelt *y* elsewhere than at the end of words. Possessive apostrophe with regular plural words.Words using prefixes; *un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto*-.Formation of nouns using a range of prefixes, such as *super-, anti-, auto-.* | Spells some words from the National Curriculum word list for Years 3 and 4.Begins to use a dictionary to check spellings.Can spell words using knowledge of word family. |
| **Spelling (Y4)**Taken from Assessing Without Levels document  | Further homophones and near homophones.Words using suffixes: *-ly, -ation, -ous.*Words with endings sounding /shun/: -*tion, -sion, -ssion, -cian.*Words ending with *–sure* and *–ture.* | Words with the /k/ sound spelt *ch* (Greek in origin). Words with the /sh/ sound spelt *ch* (mostly French in origin.Words ending with the /g/ sound spelt *–gue* and the /k/ sound spelt *–que* (French in origin). Words with the /s/ sound spelt *sc* (Latin in origin).  | Possessive apostrophes with irregular plurals.Spell words from the National Curriculum word list for Years 3 and 4.Use the first 2 or 3 letters of a word to check its spelling in a dictionary. |
| **Handwriting** | Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch). |
| **Re-read and proof-read** | Composes and rehearses sentences orally. Creates settings, characters and plots. Uses simple organisational devices – headings/sub-headings.Proof reads for spelling and punctuation errors.Proposes changes to grammar and vocabulary, including use of pronouns. |
| **Word list** |  **YEAR 1 COMMON EXCEPTION WORDS**the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our  |  **YEAR 2 COMMON EXCEPTION WORDS**door floor poor because find kind mind behind climb child children wild most only both old cold gold hold told clothes every everybody hour even any many great break steak pretty beautiful after fast last past father class grass pass plant path bath busy move prove improve sure sugar could should would eye people water who whole again half money parents Mr Mrs Christmas |

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| **Word list** |  **YEAR 3/4 WORDS**accident (ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women |