

Years 3 and 4 Long term overview – Literacy 2024 2025

Autumn

Writing objectives	<p>FOCUS – Use of expanded noun phrases and powerful verbs. Understanding of tenses</p> <p>Text type – Poetry – Cinquain, Descriptive poetry about Rivers Descriptive recount –A day in the life of a water droplet</p>	<p>FOCUS – Use of prepositions to show time and place and adverbs and adverbials</p> <p>Text Type – Diary Writing – Linked to Egypt – visiting the pyramids and from a different point of view – Howard Carter</p>
	<p><u>Composition – linked to the Project being taught that term and used in all pieces of extended writing</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Introduction of paragraphs as a way to group related material (Y3) • Use of paragraphs to organise ideas around a theme (Y4) • In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Assessing the effectiveness of their own writing and suggesting improvements • Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear 	
	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • 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 • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	

	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4) • To maintain the correct tense throughout a piece of work, understanding past and present tense (Yr2) • Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense (Yr3) • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] (Yr4) • Develop their understanding of the concepts set out in English Appendix 2 by: Expressing time, place and cause using adverbs [then, next, soon, therefore] (Yr3) • Develop their understanding of the concepts set out in English Appendix 2 by: Expressing time, place and cause using prepositions [before, after, during, in, because of] (Yr3) • Using fronted adverbials (Y4) • Using commas after fronted adverbials (Y4) • Using the present perfect form of verbs in contrast to the past tense (Y3) • Terminology - consonant, consonant letter, vowel, vowel letter, determiner, preposition, noun phrase, adverb <p><u>Spelling</u></p> <p><u>Spelling patterns</u> – three groups. 1 group revising over phonics, one group revising over Year 2 words and the other group moving on to Year 3 and 4 words. See RWInc plan.</p> <p>Common exception words –</p> <ul style="list-style-type: none"> • Year 1 - 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 – door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas <p>Year 3 and 4 statutory word list</p>
<p>Reading objectives</p> <p>Focus book – Secrets of the Sun King by Emma Carroll</p>	<p>Throughout:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><u>Use of VIPERS</u> to discuss and analyse chapters from the book. See separate guidance on how this is done.</p>

	<p>Objectives covered:</p> <ul style="list-style-type: none"> • Discussing words and phrases that capture the reader’s interest and imagination • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Using dictionaries to check the meaning of words that they have read • Identifying how language contributes to meaning • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions • Justify inferences with evidence • Identifying themes and conventions in a wide range of books • Identifying how structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Retelling some of these (fairy tales, traditional tales, etc.) orally • Identifying main ideas drawn from more than one paragraph and summarising these
--	---

Spring

Writing objectives	<p>FOCUS – Different types of nouns – proper, common, pronoun and possessive pronoun / Use of inverted commas</p> <p>Text type – Factual writing about Orangutans Descriptive writing about the rainforest Guided reading of ‘There’s a Rang-tan in my bedroom’ and ‘The Lorax – I speak for trees’. Persuasive Speech from Lorax’s point of view Performance story about the destruction of the Orangutan’s home</p>	<p>FOCUS – Use of conjunctions within non-fiction writing</p> <p>Text Type – Modelled Non-chronological report – Portia Spider Non-chronological report –endangered animals / e-book</p>
	<p><u>Composition – linked to the Project being taught that term and used in all pieces of extended writing</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	

- Introduction of paragraphs as a way to group related material (Y3)
- Use of paragraphs to organise ideas around a theme (Y4)
- In narratives, creating settings, characters and plot
- In non-narrative, material, using simple organisational devices(for example headings and subheadings)
- Headings and sub- headings to aid presentation (Y3)

Evaluate and edit by:

- proposing changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- Assessing the effectiveness of their own writing and suggesting improvements
- Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear

Handwriting

- 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
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Vocabulary, Grammar and Punctuation

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Yr4)
- 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, place and cause (Y3)
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)
- Using and punctuating direct speech (Y3/4)
- Terminology - conjunction, clause, subordinate clause, pronoun, possessive pronoun, adverb, inverted commas

	<p><u>Spelling</u></p> <p><u>Spelling patterns</u> – three groups. 1 group revising over phonics, one group revising over Year 2 words and the other group moving on to Year 3 and 4 words. See RWInc plan.</p> <p>Common exception words –</p> <ul style="list-style-type: none"> • Year 1 - 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 – door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas <p>Year 3 and 4 statutory word list</p>
<p>Reading objectives</p> <p>Focus – BFG by Roald Dahl / The Lorax by Dr Seuss</p>	<p>Throughout: Apply their growing knowledge of root words, prefixes and suffixes to read aloud Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><u>Use of VIPERS</u> to discuss and analyse chapters from the book or verses in a poem. See separate guidance on how this is done.</p> <p>Objectives covered:</p> <ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Discussing words and phrases that capture the reader’s interest and imagination • Predicting what might happen from details stated and implied ☐ • Asking questions to improve their understanding of a text • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Using dictionaries to check the meaning of words that they have read • Identifying how language contributes to meaning • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions • Justify inferences with evidence • Identifying themes and conventions in a wide range of books • Identifying how structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Retelling some of these (fairy tales, traditional tales, etc.) orally • Identifying main ideas drawn from more than one paragraph and summarising these

Summer

Writing objectives	FOCUS – Revision of conjunctions. Fronted Adverbials Text type – The stimulus for the Writing will be from the whole class reading text ‘Varmints’ by Helen Ward and Mark Crasie. Exploring language used to describe – expanded noun phrases, contrasting conjunctions, prepositions, personification and adverbials. Writing a setting and an ending to a story.	FOCUS – Apostrophes and Word families Text Type – Poetry lessons based on ‘I am the seed’ poetry book. Types of poems - colour poetry, shape diamante poetry, personification in poetry, poetry to express change (linked to Varmint work)
	<u>Composition – linked to the Project being taught that term and used in all pieces of extended writing</u> Plan their writing by: <ul style="list-style-type: none">• discussing similar writing 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: <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures• Introduction of paragraphs as a way to group related material (Y3)• Use of paragraphs to organise ideas around a theme (Y4)• In narratives, creating settings, characters and plot Evaluate and edit by: <ul style="list-style-type: none">• proposing changes to grammar and vocabulary to improve consistency• Proof-read for spelling and punctuation errors• Assessing the effectiveness of their own writing and suggesting improvements• Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear	
	<u>Handwriting</u> <ul style="list-style-type: none">• 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• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	
	<u>Vocabulary, Grammar and Punctuation</u>	

	<ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading • 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, place and cause (Y3) • Using fronted adverbials (Y4) • Using commas after fronted adverbials (Y4) • Indicating possession by using the possessive apostrophe with plural nouns (Y4) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] (linked to spelling) <p>Terminology - adverb, preposition, conjunction, word family, clause, subordinate clause, possessive, adverbial</p> <hr/> <p><u>Spelling</u></p> <p><u>Spelling patterns</u> – three groups. 1 group revising over phonics, one group revising over Year 2 words and the other group moving on to Year 3 and 4 words. See RWInc plan.</p> <p>Common exception words –</p> <ul style="list-style-type: none"> • Year 1 - 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 – door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas <p>Year 3 and 4 statutory word list</p>
<p>Reading objectives</p> <p>Whole Class Read – Bill's New Frock by Anne Fine</p>	<p>Throughout: Apply their growing knowledge of root words, prefixes and suffixes to read aloud Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <hr/> <p><u>Use of VIPERS</u> to discuss and analyse chapters from the book or verses in a poem. See separate guidance on how this is done.</p> <p>Objectives covered:</p> <ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

- | | |
|--|--|
| | <ul style="list-style-type: none">• Recognising some different forms of poetry [for example, free verse, narrative poetry]• Discussing words and phrases that capture the reader's interest and imagination• Predicting what might happen from details stated and implied ☐• Asking questions to improve their understanding of a text• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• Using dictionaries to check the meaning of words that they have read• Identifying how language contributes to meaning• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions• Justify inferences with evidence• Identifying themes and conventions in a wide range of books• Identifying how structure and presentation contribute to meaning• Retrieve and record information from non-fiction• Retelling some of these (fairy tales, traditional tales, etc.) orally• Identifying main ideas drawn from more than one paragraph and summarising these |
|--|--|