

**Years 3 and 4 Long term overview – Literacy 2026 2027**

**Autumn**

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| <b>Writing objectives</b> | <p><b>FOCUS – Use of expanded noun phrases and powerful verbs.</b><br/> <b>Understanding of tenses</b></p> <p><b>Text type –</b><br/> <b>Poetry – Cinquain, Descriptive poetry about Rivers</b><br/> <b>Descriptive recount –A day in the life of a water droplet</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>FOCUS – Use of prepositions and adverbs to show time, place and cause</b></p> <p><b>Text Type –</b><br/> <b>Diary Writing – Linked to Egypt – visiting the pyramids and from a different point of view – Howard Carter</b></p> |
|                           | <p><b><u>Composition – linked to the Project being taught that term and used in all pieces of extended writing</u></b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Introduction of paragraphs as a way to group related material (Y3)</li> <li>• Use of paragraphs to organise ideas around a theme (Y4)</li> <li>• In narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• proposing changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Assessing the effectiveness of their own writing and suggesting improvements</li> <li>• 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</li> </ul> |                                                                                                                                                                                                                                      |
|                           | <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                      |

## **Vocabulary, Grammar and Punctuation**

Link to Colourful Semantics Progression Plan:

Year 3

Introduce/revise and identify the main colours/word types: **Subject** **Verb** **Noun** **Punctuation**  
**Adjective**

Powerful **verbs** (especially synonyms for 'said' or 'go')

Present perfect **verbs** -using 'has'/'have' (*She **went** to the shop becomes She **has gone** to the shop*)

Past perfect verbs - using 'had' (*I **had asked** him to do that*)

Irregular past-tense **verbs** (awake - awoke, blow - blew)

**Adverbs** to express time, place and cause: **then**, **next**, **soon** and revise **-ly**  
**adverbs**: **happily**,  
**Carefully**

**Prepositions** to express time, place and cause: **before**, **after**, **during**, **in** and position **next to**, **in front of**

Year 4

Introduce/revise the main colours/word types:  
**Subject** **Verb** **Noun** **Punctuation** **Adjective** **Adverb** **Conjunction** **Linking adverb**  
(**Preposition** and **Speech** to be revised specifically - see sections below)

Expanded **noun** phrases (*The **teacher** becomes The strict English **teacher** with the grey **beard***)

Powerful verbs

Power of 3 **verb** sentences (*Tom **slammed** the door, **threw** his books on the floor and **slumped** to the ground.*)

Modal **verbs**

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|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                            | Past perfect continuous verbs ( <i>I had been searching for many years before that eventful day.</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|                                                                            | Prepositions – at, underneath, since, towards, beneath, beyond etc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                            | <b>Spelling</b><br>Year 2/3/4 Read Write Inc patterns learnt over two week period.<br>Common exception words for Year 1/2/3/4 learnt twice a week.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Reading objectives</b><br><br><b>Focus book – The BFG by Roald Dahl</b> | <b>Throughout:</b><br>Apply their growing knowledge of root words, prefixes and suffixes to read aloud<br>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                            | <u><b>Use of VIPERS</b></u> to discuss and analyse chapters from the book.<br><br>Objectives covered: <ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader’s interest and imagination</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Identifying how language contributes to meaning</li> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions</li> <li>• Justify inferences with evidence</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Identifying how structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Retelling some of these (fairy tales, traditional tales, etc.) orally</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> |  |

*Spring and Summer to be added as new Curriculum is implemented.*