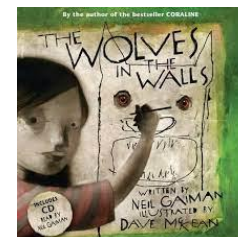
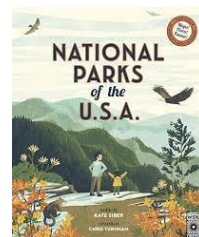
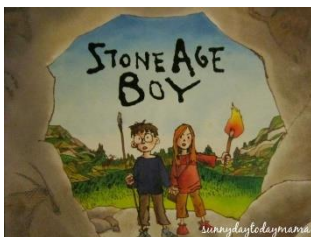


## Literacy Overview – Year 3/4



Appro Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Narrative: Stone Age Boy by Satoshi Kitamura			Poetry: Still I Rise National Poetry Day 5.10.23				Instructions: My Strong Mind				Persuasive post: Christmas Dessert Social Media Post			
Spring	Traditional tale with a twist: The True Story of Three Little Pigs by Jon Scieszka			Diary entries		Balanced argument: Should we feed animals at National Parks? by Chris Turnham			Poetry: I Asked the Little Boy who Cannot See						
Summer	Myth: Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden			Poetry: The Colour Collector (based on The Sound Collector by Roger McGough)			Suspense: Wolves in the Walls by Neil Gaiman				Non-chronological report: earthquakes				

In the Autumn term, students begin with narrative writing, analysing "Stone Age Boy" to understand character development and plot structure. They then explore poetry through Maya Angelou's "Still I Rise," learning about figurative language and rhythm. In the Instructions genre, they engage with "My Strong Mind," developing their ability to give clear directions. The term ends with a persuasive post, where students apply their knowledge to create a compelling "Christmas Dessert Social Media Post."

Moving to the Spring term, students examine traditional tales from new angles in "The True Story of Three Little Pigs." They then write diary entries, practicing self-reflection and descriptive writing. The balanced argument genre is introduced through a text on feeding animals at National Parks, fostering critical thinking. Finally, they explore empathy and sensory imagery through the poetry of "I Asked the Little Boy who Cannot See."

In the Summer term, students dive into the mythical tale of "Theseus and the Minotaur," analysing narrative structures and character development. They then explore descriptive language and imagery in "The Colour Collector." The suspense genre is introduced through "Wolves in the Walls," fostering anticipation and creating a sense of unease. The term concludes with a non-chronological report on earthquakes, promoting scientific literacy and critical thinking.

## Links to the National Curriculum

Autumn 1 - Reading and writing knowledge/skills	Autumn 2 - Reading and writing knowledge/skills
<p><b><u>Spoken Language Y3&amp;4</u></b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</li><li>• Pupils should be taught to use relevant strategies to build their vocabulary.</li><li>• Pupils should be taught to articulate and justify answers, arguments and opinions.</li><li>• Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li><li>• Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</li><li>• Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.</li><li>• Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</li><li>• Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• Pupils should be taught to select and use appropriate registers for effective communication.</li></ul> <p><b><u>Writing Composition Y3&amp;4</u></b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to write sentences by saying out loud what they are going to write about.</li><li>• Pupils should be taught to write sentences by composing a sentence orally before writing it.</li><li>• Pupils should be taught to write sentences by sequencing sentences to form short narratives.</li><li>• Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.</li></ul>	<p><b><u>Spoken Language Y3&amp;4</u></b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</li><li>• Pupils should be taught to use relevant strategies to build their vocabulary.</li><li>• Pupils should be taught to articulate and justify answers, arguments and opinions.</li><li>• Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li><li>• Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</li><li>• Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.</li><li>• Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</li><li>• Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• Pupils should be taught to select and use appropriate registers for effective communication.</li></ul> <p><b><u>Writing Composition Y3&amp;4</u></b></p> <ul style="list-style-type: none"><li>• Pupils should be taught to write sentences by saying out loud what they are going to write about.</li><li>• Pupils should be taught to write sentences by composing a sentence orally before writing it.</li><li>• Pupils should be taught to write sentences by sequencing sentences to form short narratives.</li></ul>

- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Word Y3**

- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

### **Word Y4**

- The grammatical difference between plural and possessive—s

### **Sentence Y3**

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Prepositions [for example, before, after, during, in, because of\_

### **Sentence Y4**

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.

### **Punctuation Y3**

- Introduction to inverted commas to punctuate direct speech

### **Punctuation Y4**

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
- Use of commas after fronted adverbials

### **Spelling Shed Y3:**

- Words where ‘ou’ makes an /ow/ sound
- Words where ‘ou’ makes a /u/ sound
- Words where ‘y’ makes an /i/ sound
- Words ending in ‘-sure’
- Words ending in ‘-ture’
- Challenge words

### **Spelling Shed Y4**

- Words that are homophones or near homophones

- Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Sentence Y3**

- Adverbs [for example, then, next, soon, therefore]

### **Sentence Y4**

- Fronted adverbials [for example, Later that day, I heard the bad news.

### **Text Y3**

- Headings and sub-headings to aid presentation

### **Text Y4**

- Use of paragraphs to organise ideas around a theme

### **Punctuation Y4**

- Use of commas after fronted adverbials

### **Spelling Shed Y3:**

- Words with the prefix ‘re-’
- Words with the prefix ‘dis-’
- Words with the prefix ‘mis-’
- Words where ‘-ing’ and ‘-ed’ are added to multisyllabic words
- Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words
- Challenge words

### **Spelling Shed Y4:**

- Words with the suffix ‘-ation’
- Words with the suffix ‘-ation’
- Words with the suffix ‘-ly’
- Words ending in ‘-lly’
- Words where ‘ch’ makes a /sh/ sound
- Challenge words

- Words with the prefix 'in-' meaning 'not'
- Words with the prefixes 'il-', 'im-' and 'ir-'
- Words with the prefix 'sub-' meaning 'below' or 'further divided'
- Words with the prefix 'inter-' meaning 'between' or 'among'
- Challenge words

Spring 1 - Reading and writing knowledge/skills

**Spoken Language Y3&4**

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
- Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.
- Pupils should be taught to gain, maintain and monitor the interest of the listener(s).

Spring 2 - Reading and writing knowledge/skills

**Spoken Language Y3&4**

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
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- Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Pupils should be taught to select and use appropriate registers for effective communication.

### **Writing Composition Y3&4**

- Pupils should be taught to write sentences by saying out loud what they are going to write about.
- Pupils should be taught to write sentences by composing a sentence orally before writing it.
- Pupils should be taught to write sentences by sequencing sentences to form short narratives.
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- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Word Y3**

- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

### **Sentence Y3**

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Prepositions [for example, before, after, during, in, because of]
- Adverbs [for example, then, next, soon, therefore]

### **Sentence Y4**

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.

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- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

### **Word Y4**

- The grammatical difference between plural and possessive–s
- 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]

### **Sentence Y3**

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
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### **Text Y3**

- Introduction to paragraphs as a way to group related material

- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

#### **Text Y4**

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

#### **Punctuation Y4**

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Use of commas after fronted adverbials

#### **Spelling Shed Y3:**

- Words with the 'ai' digraph
- Words with the 'ei' digraph
- Words where 'ey' makes an /ai/ sound
- Adding the suffix '-ly'
- Words that are homophones
- Challenge Words

#### **Spelling Shed Y4:**

- Words ending in '-sion'
- Words ending in '-ous'
- Words ending in '-ous' including those where 'ge' from the base word remains
- Words where a suffix is added to words ending in 'y'
- Words ending in '-ious' and '-eous'
- Challenge words

#### **Text Y4**

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

#### **Punctuation Y4**

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Use of commas after fronted adverbials

#### **Spelling Shed Y3:**

- Words ending in 'al'
- Words ending in 'le'
- Adding '-ly' when the root word ends in '-le'
- Adding '-ally' when the root word ends in '-ic'
- Adding '-ly' when the words do not follow the spelling patterns
- Challenge Words

#### **Spelling Shed Y4:**

- Words where 'au' makes an /or/ sound
- Words ending in '-tion'
- Words ending in '-ssion'
- Words ending in '-cian'
- Words that are adverbs of manner
- Challenge words

Summer 1 - Reading and writing knowledge/skills explicitly taught	Summer 2 - Reading and writing knowledge/skills explicitly taught
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### **Word Y3**

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

### **Sentence Y3**

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Adverbs [for example, then, next, soon, therefore]
- Prepositions [for example, before, after, during, in, because of]

### **Sentence Y4**

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- Fronted adverbials [for example, Later that day, I heard the bad news.]

### **Text Y3**

- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

### **Text Y4**

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

### **Punctuation Y3**

- Introduction to inverted commas to punctuate direct speech

### **Punctuation Y4**

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

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- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

### **Text Y4**

- Use of paragraphs to organise ideas around a theme



- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- Use of commas after fronted adverbial

### **Spelling Shed Y3:**

- Words ending in '-er' when the root word ends in 'ch'
- Words where 'ch' makes a /k/ sound
- Words where 'que' makes a /k/ sound
- Words where 'sc' makes a /s/ sound
- Words that are homophones
- Challenge Words

### **Spelling Shed Y4:**

- Words that are homophones
- Words with 'c' before 'i' and 'e'
- Words containing 'sol' and 'real'
- Words containing 'phon' and 'sign'
- Words with the prefixes 'super-', 'anti-' and 'auto-'
- Words with the prefix 'bi-' meaning 'two'

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

### **Punctuation Y3**

- Introduction to inverted commas to punctuate direct speech

### **Punctuation Y4**

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- Use of commas after fronted adverbial

### **Spelling Shed Y3:**

- Words that end in 'sion'
- Revision of spelling patterns learned in Stage 3

### **Spelling Shed Y4:**

- Challenge words
- Words that are plurals with possessive apostrophes
- Revision Words



