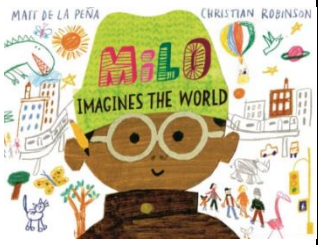
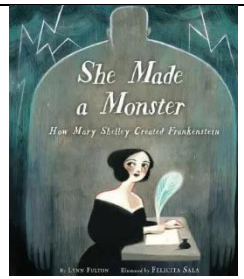
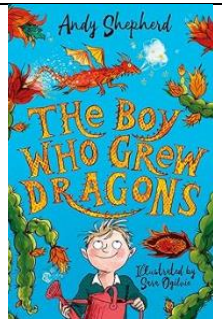
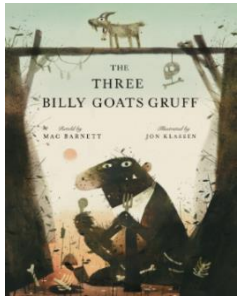
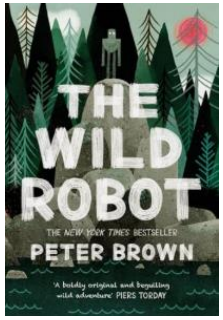
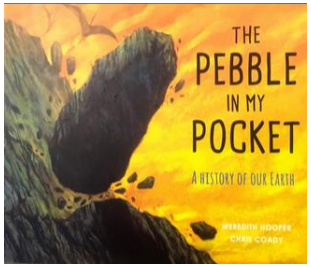
Waltham Gateway Academy

Waltham Gateway Academy Year ¾ Power of Reading Framework, Cycle B

Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Curriculum links	**Art** – Drawing		**Science –** Plants		**Craft & Design –** Fabric of nature	**Geography** – Mountains and volcanoes **Science** – Rocks **Retrieval** - Stone age
Type of text	**Picture book**	**Non-fiction**	**Contemporary Fiction**	**Traditional tales and twists**	**Building stamina Classic text**	**Non-fiction**
Power of Reading text:	 Milo imagines the world	 She made a Monster	 The boy who grew dragons	 The Three Billy Goats Gruff	 The Wild Robot	 The pebble in my pocket
Links to additional texts to support reading and story time	I Am the Subway, Kim Hyo-eun and Deborah Smith Home in the Rain, Bob Graham Danny Chung Does Not Do Maths, Maisie Chan A World of Your Own, Laura Carlin The girl who noticed everything by jane Porter	Krindlekrax by Philip Ridley The nowhere emporium by Ross Mackenzie The vanishing trick by Jenni Spangler Fantastically great women scientists and	Fortunately, the Milk by Neil Gaiman How to train your dragon by Cressida Cowell	Fearless Fairy tales, Konnie Huq, James Kay and Rikin Parek Snow white in New York by Fiona French Revolting Rhymes by Roald Dahl Jack and the baked beanstalk by Colin Stimpson	The Robot and the Bluebird, David Lucas Life on Earth, David Attenborough Survival, Louise McNaught and Anna Claybourne	The Street Beneath My Feet, Charlotte Guillian and Yuval Zommer A Stone for Sascha, Aaron Becker This Little Pebble, Anna Claybourne, illustrated by Sally Garland

		their stories by Kate Pankhurst Who was Mary Shelley? By Jim Gigliotti Frankenstein (Oxford Children's Classics adaptation) abridged edition				
Extended writing outcomes	Exploration narrative Letter	Inventive narrative Autobiography	Surprise narrative Instructions (How to grow a dragon)	Fractured fairy tale narrative Newspaper report	Discovery narrative Survival manual	Journey narrative Poetry
Shorter writing opportunities	▪ Contrasting setting descriptions ▪ Senses ▪ Emotion graphing ▪ Personal reflection – diary ▪ Annotated drawings Observational writing	▪ Writing in role: letter writing, thought bubbles, diary entry, letter to an agony aunt ▪ Magazine interview Non-chronological report	▪ Character description Setting description ▪ Diary entry ▪ Missing chapter ▪ Care guide ▪ Letter of complaint (neighbour) ▪ Fact file ▪ Create a dragon ▪ Thought tracking ▪ Social media posts ▪ Wanted poster for a missing runaway dragon	▪ Descriptive Writing – Settings ▪ Character description ▪ Persuasive Speech Playscript ▪ Story mapping ▪ Debate	▪ Drawing and annotating ▪ Role on the wall characterisation ▪ A variety of information texts including digital ▪ Robot's Log entries - descriptive observations ▪ Advisory emails ▪ Poetry ▪ Story mapping ▪ Survival manual Interview questions ▪ Thought tracking ▪ Writing in role – log entry, letters and notes	▪ Setting description ▪ Writing in role ▪ Information writing ▪ Historical recount ▪ Poetry

Reading

Year 3

Word Reading	Comprehension
▪ 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.	**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. ▪ Reading books that are structured in different ways and reading for a range of purposes. ▪ Using dictionaries to check the meaning of words that they have read.

	▪ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ▪ Identifying themes and conventions in a wide range of books. ▪ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ▪ Discussing words and phrases that capture the reader's interest and imagination. ▪ Recognising some different forms of poetry [for example, free verse, narrative poetry]. **Understand what they read, in books they can read independently, by:** ▪ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ▪ Asking questions to improve their understanding of a text. ▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ▪ Predicting what might happen from details stated and implied. ▪ Identifying main ideas drawn from more than one paragraph and summarising these. ▪ Identifying how language, structure, and presentation contribute to meaning. ▪ Retrieve and record information from non-fiction. ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Year 4	
▪ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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. ▪ Develop positive attitudes to reading, and an understanding of what they read, by: ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ using dictionaries to check the meaning of words that they have read ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books ▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ discussing words and phrases that capture the reader's interest and imagination	**Understand what they read, in books they can read independently, by:** ▪ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than 1 paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ Retrieve and record information from non-fiction ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

▪ recognising some different forms of poetry [for example, free verse, narrative poetry].	

Writing			
Transcription (Spelling)	**Composition**		
	Planning	**Draft and write**	**Revise and edit**
▪ Use further prefixes and suffixes and understand how to add them (English Appendix 1). ▪ Spell further homophones. ▪ Spell words that are often misspelt (English Appendix 1). ▪ Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. 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.	▪ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ▪ Discussing and recording ideas.	▪ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). ▪ Organising paragraphs around a theme. ▪ In narratives, creating settings, characters and plot. ▪ In non-narrative material, using simple organisational devices [for example, headings and sub-headings].	▪ Assessing the effectiveness of their own and others' writing and suggesting improvements. ▪ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ▪ Proof-read for spelling and punctuation errors. ▪ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation					
	Text	**Word**	**Sentence**	**Punctuation**	**Vocabulary**
Year 2	▪ Consistent use of Present tense ▪ Consistent use of Past tense ▪ Progressive verb forms in the past/present tense to mark actions in progress (She was shouting)	▪ Suffixes –er & –est in adjectives. ▪ Suffixes -ful and -less. ▪ Suffixes –er & –est in adjectives. ▪ Learn how to use -ly to turn adjectives into adverbs. ▪ Develop understanding of regular plural noun suffixes -s or -es. ▪ Compounding nouns.	▪ Co-ordination (and, but so, or) ▪ Command, question, statement, exclamation ▪ Expanded noun phrases for specification or description (for example: pink petals) ▪ Subordination (because, when, if, that).	▪ Capital letters ▪ Full stops ▪ Question marks ▪ Exclamation mark ▪ Use apostrophes for singular possession ▪ Apostrophes for contraction. ▪ Commas in a list	Noun, Noun phrase, adjective, verb, adverb, statement, question, exclamation, command, suffix, apostrophe, comma, Past tense, Present tense
Year3	▪ Headings and subheadings ▪ Grouping material into paragraphs (early introduction) ▪ Present perfect form of verbs. (Example: Lions live in the Savanah; Lions have lived in the Savanah).	▪ Prefixes – auto-super-anti- un- -dis -mis -im -in. ▪ A/an depending on consonant or vowel. ▪ Word families based on common words, showing how words are related in form and	▪ Expanded noun phrases using prepositions, nouns and adjectives. ▪ Time, place and cause using conjunctions (when, before, after, while, so, because, if, although). ▪ Subordination using conjunctions.	▪ Inverted commas for direct speech.	Consonant, vowel, conjunction, adverb, conjunction, preposition, word family, prefix, subordinate clause, direct speech, inverted commas

		meaning [for example, mystery, mysterious	▪ Fronted adverbials ▪ Time, place and cause using adverbs e.g. (next, then, there, soon, after, therefore). ▪ Time, place and cause using prepositions e.g. (before, after, in, because of, during).		
Year 4	▪ Present perfect form ▪ Cohesive devices to avoid repetition: • Nouns • Pronouns • Adverbials • Conjunctions ▪ Paragraphs to organise ideas sometimes utilising headings/subheadings.	▪ Standard English for verb inflections (was/were etc.) ▪ The grammatical difference between plural and possessive –s	▪ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g., the cake expanded to: the chocolate cake with the cherry on the top.) ▪ Fronted adverbials (e.g., Later that day, mum asked me to take the basket to grandma.)	▪ Use of comma after a fronted adverbial. ▪ Apostrophes to mark plural possession (e.g., the girl's name, the girls' name) ▪ Extending speech punctuation with the use of inverted commas and other punctuation to indicate	pronoun, possessive pronoun, adverbial, determiner
Handwriting					
Y3/Y4	▪ 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].				
Speaking and listening					
Y3/Y4	▪ Listen and respond appropriately to adults and their peers. ▪ Ask relevant questions to extend their understanding and knowledge. ▪ Use relevant strategies to build their vocabulary. ▪ Articulate and justify answers, arguments and opinions. ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ▪ Speak audibly and fluently with an increasing command of Standard English. ▪ Participate in discussions, presentations, performances, role play/improvisations and debates. ▪ Gain, maintain and monitor the interest of the listener(s). ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others. ▪ Select and use appropriate registers for effective communication.				