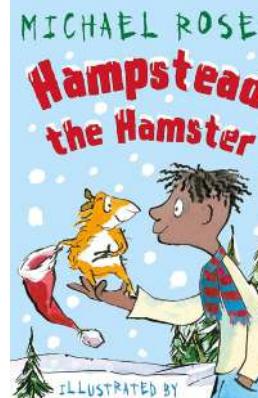
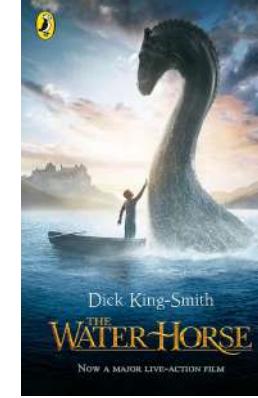
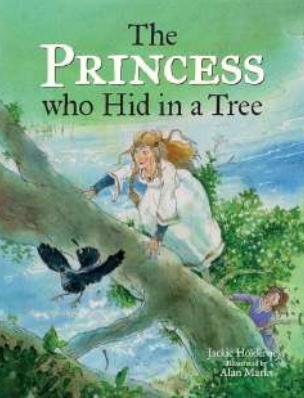
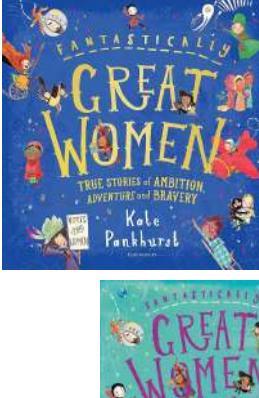
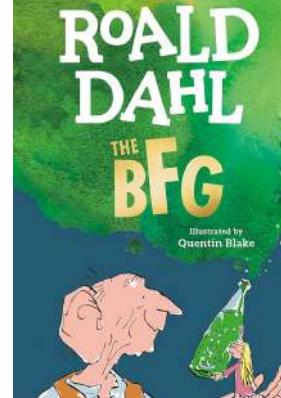
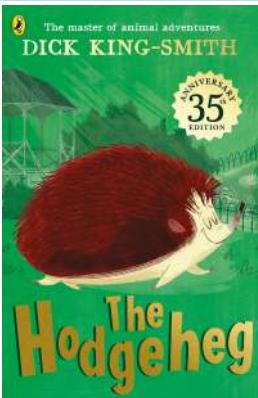
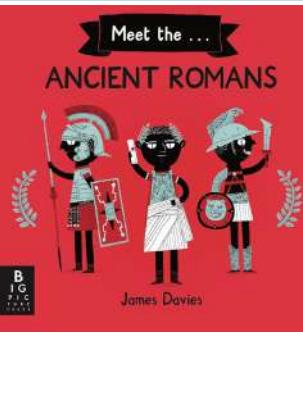
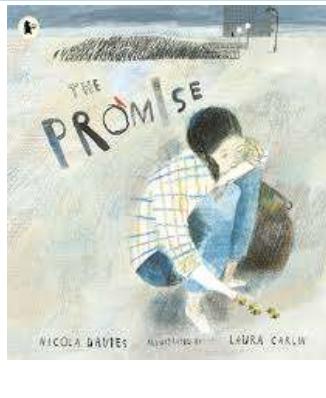
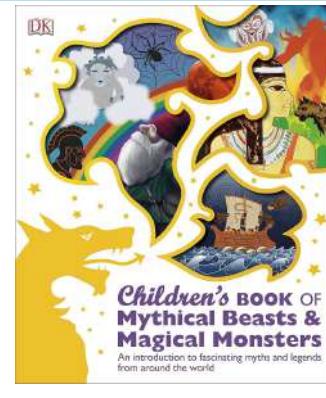
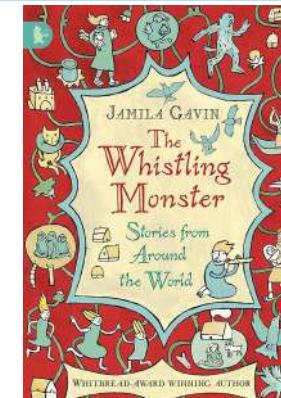


## Year 3/4 – Reading Long Term Overview - Cycle B

Fiction	Non-Fiction	Poetry			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>GRRR!</b>	<b>Hampstead the Hamster by Michael Rosen</b>	<b>The Water Horse by Dick King-Smith</b>	<b>The Princess Who Hid in a Tree</b>	<b>Fantastically Great Series (biographies not used in writing) by Kate Pankhurst</b>	<b>The BFG by Roald Dahl</b>
					
<b>The Hodgeheg by Dick King-Smith</b>	<b>Meet the Ancient Romans by James Davies</b>	<b>The Promise by Nicola Davies</b>	<b>Children's Book of Mythical Beasts and Magical Monsters</b>	<b>The Whistling Monster (stories not used in writing) by Jamila Gavin</b>	<b>Our Tower by Joseph Coelho</b>
					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>GRRR!</b>	<b>Hampstead the Hamster by Michael Rosen</b>	<b>The Water Horse by Dick King-Smith</b>	<b>The Princess Who Hid in a Tree</b>	<b>Fantastically Great Series (biographies not used in writing) by Kate Pankhurst</b>	<b>The BFG by Roald Dahl</b>
Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 both to read aloud and to understand the meaning of new words that they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
<p><b>Key Statements</b>          listen to and discussing a wide range of poetry          prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action          recognise some different forms of poetry</p> <p><b>Key Statements</b>          identify themes and conventions in a wide range of books          check that the text makes sense to them          identify main ideas drawn from more than one paragraph and summarising these</p> <p><b>Key Statements</b>          identify themes and conventions in a wide range of books          predict what might happen from details stated and implied          discuss and explain the meaning of words in context</p> <p><b>Key Statements</b>          retell some fairy stories orally          identify main ideas drawn from more than one paragraph and summarising these</p> <p><b>Key Statements</b>          identify main ideas drawn from more than one paragraph and summarising these</p> <p><b>Key Statements</b>          identify how language, structure, and presentation contribute to meaning          retrieve and record information from non-fiction</p> <p><b>Key Statements</b>          prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action          draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>					
<b>Vocabulary:</b> comment, final, odd, text, investigate, recognise, frequent, region, option	<b>Vocabulary:</b> label, theme, error, common, traditional, visible, definition, eventually, overseas, required, specific	<b>Vocabulary:</b> compare, removed, similar, definite, layer, signal, organise	<b>Vocabulary</b> traditional, visible, definition, eventually, overseas, required, specific	<b>Vocabulary:</b> popular, unique, identical, military, announce, limit, link	<b>Vocabulary:</b> constant, location, example, response, suitable, positive, identified
<b>The Hedgehog by Dick King-Smith</b>	<b>Meet the Ancient Romans by James Davies</b>	<b>The Promise by Nicola Davies</b>	<b>Children's Book of Mythical Beasts and Magical Monsters</b>	<b>The Whistling Monster (stories not used in writing) by Jamila Gavin</b>	<b>Our Tower by Joseph Coelho</b>
<p><b>Key Statements</b>          use dictionaries to check the meaning of words that they have read          discuss words and phrases that capture the reader's interest and imagination</p> <p><b>Key Statements</b>          discuss and explain the meaning of words in context          ask questions to improve their understanding of a text          retrieve and record information from non-fiction</p> <p><b>Key Statements</b>          draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence          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</p> <p><b>Key Statements</b>          discuss words and phrases that capture the reader's interest and imagination          retrieve and record information from non-fiction</p> <p><b>Key Statements</b>          retell some fairy stories orally          use dictionaries to check the meaning of words that they have read          ask questions to improve their understanding of a text</p> <p><b>Key Statements</b>          listen to and discussing a wide range of poetry          predict what might happen from details stated and implied          recognise some different forms of poetry</p>					
<b>Vocabulary:</b> volume, ignored, display, reverse, attached, summary, exchange	<b>Vocabulary:</b> image, design, maximum, minimum, support, medium, automatic	<b>Vocabulary:</b> document, expert, survive, route, visual, basic, control	<b>Vocabulary:</b> familiar, previous, symbol, insert, technology, section, encounter	<b>Vocabulary:</b> examine, collapse, select, features, instruction, couple, target	<b>Vocabulary:</b> environment, obvious, create, combine, intelligence, sensitive, published