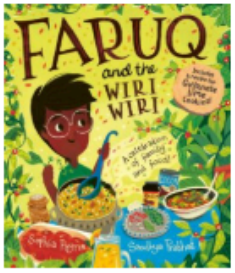
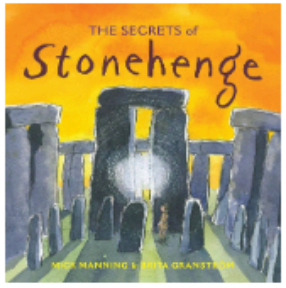
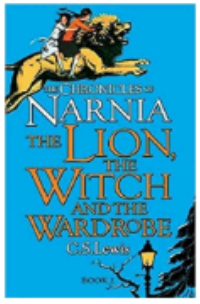
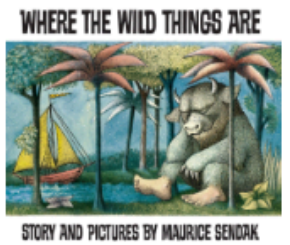
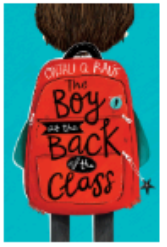
# Year 3/4 – English Long Term Overview

**Inform** **Entertain** **Persuade**

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| **Learning Journey 1** | **Learning Journey 1** | **Learning Journey 1** | **Learning Journey 1** | **Learning Journey 1** | **Learning Journey 1** |
| Text:<br> <br><br>The Night Gardener<br>Outcome:<br>**Inform/Entertain - William's diary about the events** | Text:<br> <br><br>Stone Age Boy<br>Outcome:<br>**Entertain -Time slip narrative (include dialogue)** | Text:<br> <br><br>Guardians of the Planet<br>Outcome:<br>**Persuade - letter to encourage recycling/other element** | Text:<br>  <br><br>Faruq and the Wiri Wiri<br>Outcome:<br>**Inform - instructions for a recipe (possible link to wider curriculum)** | Text:<br> <br><br>The King Who Banned the Dark<br>Outcome:<br>**Persuade - speech to persuade the King not to ban the dark** | Text:<br> <br>Ruckus (video)<br>Outcome:<br>**Narrative - retell a part of the story to match the video** |
| **Learning Journey 2** | **Learning Journey 2** | **Learning Journey 2** | **Learning Journey 2** | **Learning Journey 2** | **Learning Journey 2** |
| Text:<br> <br><br>Poem - Hamster<br>Outcome:<br>**Entertain - contrast poem about a pet** | Text:<br>  <br><br>The Secrets of Stonehenge<br>Outcome:<br>**Inform - NCR about Stonehenge** | Text:<br>  <br><br>The Lion, The Witch and the Wardrobe<br>Outcome:<br>**Entertain - setting description of Narnia** | Text:<br> <br><br>The Boy Who Lost His Spark<br>Outcome:<br>**Entertain - meeting between child and creature (include dialogue) Adapt from moodl** | Text:<br>  <br><br>Where the Wild Things Are<br>Outcome:<br>**Inform - NCR of own Wild Thing** | Text:<br>  <br><br>The Boy at the Back of the Class<br>Outcome:<br>**Inform - news report (journalistic style)** |

## National Curriculum Statements

## Curriculum Priority Year 3

## Curriculum Priority Year 4

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| **The Night Gardener** | **Stone Age Boy** | **Guardians of the Planet** | **Faruq and the Wiri Wiri** | **The King Who Banned the Dark** | **Ruckus** |
| **Key Statements**<br>Spell further homophones<br>Use the first two or three letters of a word to check its spelling in a dictionary<br>Using the present perfect form of verbs in contrast to the past tense<br>Plan their writing by: 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<br>Begin to join some letters<br>Apply suffixes to spell longer words<br>Apply apostrophes for omission<br>Express time, place and cause using conjunctions, adverbs or prepositions<br>Increasing fluency in joined handwriting<br>Apply KS1 common exception words, Year 3 statutory spellings and spelling rules and patterns taught so far<br>Vary sentence length for effect and clarity<br>Use conjunctions, prepositions and adverbs to express time and cause<br>Oracy -<br>Y3 - Physical - Deliberately vary tone of voice in order to convey meaning.<br>Y4 - physical - consider movement when addressing an audience. | **Key Statements**<br><br>In narratives, creating settings, characters and plot<br><br>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<br>Apostrophe for singular possession Adverbial phrases (adv + verb)<br>Group related materials into sections<br>Use inverted commas to indicate speech Use present perfect<br>Use inverted commas to indicate speech<br><br>Apostrophe for singular and plural possession<br>Oracy<br>Y3 - cognitive - offer opinions that aren't their own.<br>Y4 - cognitive - Be able to give supporting evidence e.g. citing a text, a previous example or a historical event. | **Key Statements**<br><br>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br>Develop fluency in stringing more letters in handwriting<br>Apply spelling rules / patterns taught so far<br>Commas for lists<br>Use a range of sentence structures – simple, compound and complex<br><br>Evaluate the effectiveness of their writing and edit Include a range of devices to build cohesion within paragraphs<br>Oracy<br>Oracy:<br>Y3 - physical - Consider position and posture when addressing an audience.<br>Y4 - physical - Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. | **Key Statements**<br><br>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>Use present perfect<br>Fronted adverbials for when and where<br>Use a / an correctly<br>Commas for lists<br>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences<br><br>Oracy<br>Y3 - cognitive - Reflect on discussions and identify how to improve.<br>Y4 - cognitive - ask probing questions. | **Key Statements**<br><br>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>Increasing fluency in joined handwriting<br>Apply Year 1 and 2 CEW and Yr 3 statutory spellings<br>Apply spelling rules and patterns at the point of writing<br>Increasing fluency in joined handwriting Apply KS1 spelling, Year 3/4 statutory spellings and taught rules and patterns at the point of writing<br>Oracy<br>Y3 - physical - Consider position and posture when addressing an audience.<br>Y4 - physical - Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. | **Key Statements**<br><br>Use fronted adverbials<br>Use inverted commas to indicate speech Use present perfect<br>Vary the position of clauses within a sentence<br>Use inverted commas and other punctuation to indicate direct speech<br>Oracy<br>Y3 - Cognitive - To be able to summarise a discussion<br>Y4 - cognitive - reflect on their own oracy skills and identify areas of strength and areas to improve. |
| **Vocabulary:**<br>comment, final, odd, text, investigate, recognise, equipment | **Vocabulary:**<br>label, theme, error, common, frequent, region, option | **Vocabulary:**<br>compare, removed, similar, definite, layer, signal, organise | **Vocabulary**<br>traditional, visible, definition, eventually, overseas, required, specific | **Vocabulary:**<br>popular, unique, identical, military, announce, limit, link | **Vocabulary:**<br>constant, location, example, response, suitable, positive, identified |

| Werewolf Club Rules | The Secrets of Stonehenge | The Lion, the Witch and the Wardrobe | The Boy Who Lost His Spark | Where the Wild Things Are | The Boy at the Back of the Class |
|---|---|---|---|---|---|
| **Key Statements**<br><br>Plan their writing by: 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<br>Apply Year 1 and 2 common exception words at the point of writing<br>Secure coordination (and, but, so) and subordination (because)<br>Increasing fluency in joined handwriting<br>Application of spelling rules and patterns taught so far<br>Oracy<br>Y3 - linguistic - Be able to use specialist language to describe their own and others' talk.<br>Y4 - linguistic - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. | **Key Statements**<br><br>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>Collect vocabulary appropriate to purpose and audience<br>Proofreading to check for errors<br><br>Use headings and subheadings to organise writing<br>Proofreading to check for errors – spelling, grammar, punctuation<br>Use a range of devices to build cohesion within paragraphs<br><br>Evaluate the effectiveness of their writing and edit Include a range of devices to build cohesion within paragraphs<br>Oracy -<br>Y3 - social and emotional - To adapt the content of their speech for a specific audience.<br>Y4 - social and emotional - Use more natural and subtle prompts for turn taking. | **Key Statements**<br><br>Use fronted adverbials<br><br>Proof-read for spelling and punctuation errors<br><br>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br>Use spelling rules and patterns taught so far<br>Comma after a fronted adverbial<br>Develop subordination (when, if)<br>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>Oracy<br>Y3 - linguistic - Use specialist vocabulary.<br>Y4 - linguistic - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. | **Key Statements**<br><br>Use fronted adverbials<br>Collecting vocabulary appropriate to purpose and audience<br>Vary nouns/ pronouns within and across sentences to aid cohesion<br>Oracy -<br>Y3 - social and emotional - Speak with confidence in front of an audience.<br>Y4 - social and emotional - be able to empathise with an audience. | **Key Statements**<br><br>Use fronted adverbials<br>Development of paragraphs<br>Collecting vocabulary appropriate to purpose and audience<br>Proofreading to check for cohesion<br>Discuss choices linked to purpose and audience<br><br>Oracy<br>Y3 - linguistic - Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.<br>Y4 - social and emotional - consider the impact of their words on others when giving feedback. | **Key Statements**<br><br>Use the present perfect form of verbs in contrast to the past tense<br>Development of paragraphs<br>Collecting vocabulary appropriate to purpose and audience<br>Proofreading to check for cohesion<br>Vary the position of clauses within a sentence<br><br>Discuss choices linked to purpose and audience<br><br>Evaluate the effectiveness of their writing and edit Include a range of devices to build cohesion within paragraphs<br>Oracy<br>Y3 - cognitive - To reach shared agreement in discussions.<br>Y4 - social and emotional - consider the impact of their words on others when giving feedback. |
| **Vocabulary:**<br>volume, ignored, display, reverse, attached, summary, exchange | **Vocabulary:**<br>image, design, maximum, minimum, support, medium, automatic | **Vocabulary:**<br>document, expert, survive, route, visual, basic, control | **Vocabulary:**<br>familiar, previous, symbol, insert, technology, section, encounter | **Vocabulary:**<br>examine, collapse, select, features, instruction, couple, target | **Vocabulary:**<br>environment, obvious, create, combine, intelligence, sensitive, published |