

Years 3 and 4 Long term overview – Literacy 2019 2020

Autumn

<p>Writing objectives</p>	<p>FOCUS – Use of powerful verbs and use of thesaurus and dictionary when writing</p> <p>Text type – Descriptive Recount – The day I was eaten – linked to Digestive system Letter writing – Writing a letter of advice to their client about their health.</p>	<p>FOCUS – Use of prepositions to show time and place and adverbs to show how.</p> <p>Text Type – Instructional Writing – linked to ‘Making a Healthy Snack bar’ Writing their own Instructions for their George’s marvellous medicine</p>
<p><u>Composition – linked to the Project being taught that term and used in all pieces of extended writing</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Introduction of paragraphs as a way to group related material (Y3) • Use of paragraphs to organise ideas around a theme (Y4) • In narratives, creating settings, characters and plot • In non-narrative, material, using simple organisational devices(for example headings and subheadings) • Headings and sub- headings to aid presentation (Y3) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Evaluate and edit by: • assessing the effectiveness of their own writing and suggesting improvements • 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 		

Handwriting – taught by Mrs Mitchell on a Friday for 30 minutes. Reiterated throughout all Literacy lessons

- 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Vocabulary, Grammar and Punctuation – taught by Mrs Mitchell on a Friday for an hour and then used as a focus in project based compositional writing – see separate plan and coverage below

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
- To maintain the correct tense throughout a piece of work, understanding past and present tense (Yr2)
- Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense (Yr3)
- 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] (Yr4)
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Yr4)
- Develop their understanding of the concepts set out in English Appendix 2 by: Expressing time, place and cause using adverbs [then, next, soon, therefore] (Yr3)
- Develop their understanding of the concepts set out in English Appendix 2 by: Expressing time, place and cause using prepositions [before, after, during, in, because of] (Yr3)
- Using the present perfect form of verbs in contrast to the past tense (Y3)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Terminology - consonant, consonant letter, vowel, vowel letter, determiner , preposition

	<p><u>Spelling – taught by Mrs Mitchell on a Friday for 30 minutes and during the week in three 30 minute slots – see separate overview</u></p> <p><u>Spelling patterns – revision of Year 2</u></p> <ul style="list-style-type: none"> • The suffixes –ment, -ness, -ful, -less, -ly [?] • le, el, al word endings • Regular plural suffixes: –s, –es [?] • Regular verb inflections: –ed, -ing, –s <p>Common exception words –</p> <ul style="list-style-type: none"> • Year 1 - the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our • Year 2 – door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas <p>Year 3 and 4 statutory word list</p>
<p>Reading objectives</p> <p>Focus book – George’s Marvellous Medicine</p>	<p>Throughout: Apply their growing knowledge of root words, prefixes and suffixes to read aloud Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <hr/> <p><u>Use of VIPERS</u> to discuss and analyse chapters from the book. See separate guidance on how this is done.</p> <p>Objectives covered:</p> <ul style="list-style-type: none"> • Discussing words and phrases that capture the reader’s interest and imagination • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Using dictionaries to check the meaning of words that they have read • Identifying how language contributes to meaning • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions • Justify inferences with evidence • Identifying themes and conventions in a wide range of books • Identifying how structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Retelling some of these (fairy tales, traditional tales, etc.) orally • Identifying main ideas drawn from more than one paragraph and summarising these

Spring

Writing objectives	FOCUS – Use of expanded noun phrases and revision of adverbs for how, where and when. Text type – Newspaper writing – Fast Fashion Nonsense Narrative poems – in same style as Edward Lear	FOCUS – Use of co-ordinating and subordinating conjunctions Text Type – Informative Leaflet – linked to Final Flourish Explanation texts – linked to Forces and Magnetism.
<u>Composition – linked to the Project being taught that term and used in all pieces of extended writing</u>		
Plan their writing by: <ul style="list-style-type: none">• discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas Draft and write by: <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures• Introduction of paragraphs as a way to group related material (Y3)• Use of paragraphs to organise ideas around a theme (Y4)• In narratives, creating settings, characters and plot• In non-narrative, material, using simple organisational devices(for example headings and subheadings)• Headings and sub- headings to aid presentation (Y3) Evaluate and edit by: <ul style="list-style-type: none">• proposing changes to grammar and vocabulary to improve consistency• Proof-read for spelling and punctuation errors• Assessing the effectiveness of their own writing and suggesting improvements• 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		
<u>Handwriting – taught by Mrs Mitchell on a Friday for 30 minutes. Reiterated throughout all Literacy lessons</u>		
<ul style="list-style-type: none">• 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		

	<p><u>Vocabulary, Grammar and Punctuation – taught by Mrs Mitchell on a Friday for an hour and then used as a focus in project based compositional writing – see separate plan and coverage below</u></p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although • Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4) • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Yr4) • Terminology - conjunction, clause, subordinate clause, pronoun, possessive pronoun, adverb <p><u>Spelling – taught by Mrs Mitchell on a Friday for 30 minutes and during the week in three 30 minute slots – see separate overview</u></p> <p>Spelling patterns – revision of Year 2 – one session a week – linked to areas highlighted in Year 2 Spelling test redone in December.</p> <p>Years 3 and 4 Spelling Patterns</p> <ul style="list-style-type: none"> • Prefixes – un, dis, mis, re, anti, super, sub, auto, inter • Adding im, il, ir to the beginning of words <p>Revision of Common exception words –</p> <ul style="list-style-type: none"> • Year 1 - the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our • Year 2 – door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas <p>Year 3 and 4 statutory word list</p>
<p>Reading objectives</p> <p>Focus – Nonsense poems On the Ning Nang Nong The Marrog The Jabberwocky Nonsense poems by Edward Lear</p>	<p>Throughout: Apply their growing knowledge of root words, prefixes and suffixes to read aloud Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <hr/> <p><u>Use of VIPERS</u> to discuss and analyse chapters from the book or verses in a poem. See separate guidance on how this is done.</p> <p>Objectives covered:</p> <ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

The Iron Man by Ted Hughes	<ul style="list-style-type: none"> • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Discussing words and phrases that capture the reader’s interest and imagination • Predicting what might happen from details stated and implied ☒ • Asking questions to improve their understanding of a text • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Using dictionaries to check the meaning of words that they have read • Identifying how language contributes to meaning • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions • Justify inferences with evidence • Identifying themes and conventions in a wide range of books • Identifying how structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Retelling some of these (fairy tales, traditional tales, etc.) orally • Identifying main ideas drawn from more than one paragraph and summarising these
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Summer

Writing objectives	FOCUS –Revision of adverbs for how, where and when; and use of fronted adverbials Text type – Historical Story writing – Linked to book – Across the Roman Wall Explanation – Boudica’s revolt	FOCUS – Use of all elements of Year 3 and 4 grammar and punctuation within their writing. Text Type – Diary – Roman Soldier Poetry – Conversation and Kennings Imaginative story writing – linked to Beowulf story
<p><u>Composition – linked to the Project being taught that term and used in all pieces of extended writing</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Introduction of paragraphs as a way to group related material (Y3) 		

- Use of paragraphs to organise ideas around a theme (Y4)
- In narratives, creating settings, characters and plot

Evaluate and edit by:

- proposing changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- Assessing the effectiveness of their own writing and suggesting improvements
- 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

Handwriting – taught by Mrs Mitchell on a Friday for 30 minutes. Reiterated throughout all Literacy lessons

- 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
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Vocabulary, Grammar and Punctuation – taught by Mrs Mitchell on a Friday for an hour and then used as a focus in project based compositional writing – see separate plan and coverage below

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
- Using fronted adverbials (Y4)
- Using commas after fronted adverbials (Y4)
- Using and punctuating direct speech (Y3/4)
- Indicating possession by using the possessive apostrophe with plural nouns (Y4)
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although
- Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Yr4)
- Terminology - adverb, preposition, conjunction, clause, subordinate clause, pronoun, possessive pronoun, direct speech, inverted commas, adverbial

	<p><u>Spelling – taught by Mrs Mitchell on a Friday for 30 minutes and during the week in three 30 minute slots – see separate overview</u></p> <p>Spelling patterns – revision of Year 2 – one session a week – linked to areas highlighted in Year 2 Spelling test redone in December.</p> <p>Years 3 and 4 Spelling Patterns</p> <ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] • Spell further homophones • Words ending in -ture • C and sh sound spelt ch • Zhuh sound spelt sure • Ay sound spelt eigh ei ey • S sound spelt sc • C sound spelt que and g sound spelt gue • Suffixes – ly, ian, ion and ous <p>Revision of Common exception words –</p> <ul style="list-style-type: none"> • Year 1 - the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our • Year 2 – door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas <p>Year 3 and 4 statutory word list</p>
<p>Reading objectives</p> <p>Focus – Across the Roman Wall by Theresa Breslin Beowulf by Michael Morpurgo</p>	<p>Throughout: Apply their growing knowledge of root words, prefixes and suffixes to read aloud Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <hr/> <p><u>Use of VIPERS</u> to discuss and analyse chapters from the book or verses in a poem. See separate guidance on how this is done.</p> <p>Objectives covered:</p> <ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Discussing words and phrases that capture the reader’s interest and imagination • Predicting what might happen from details stated and implied ☒ • Asking questions to improve their understanding of a text • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

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