

Years 3 and 4 Long term overview – Literacy 2020 2021

Please note as the year progresses, each subsequent term will be added to this.

Autumn

<p>Writing objectives</p>	<p>FOCUS – Use of powerful adjectives and verbs when writing</p> <p>Text type – Poetry – List and Descriptive Explanation – linked to Water Cycle Diary Writing – linked to Egypt</p>	<p>FOCUS – Use of prepositions, adverbs and adverbials to show how, where and when.</p> <p>Text Type – Diary Writing – From a different point of view – Howard Carter Instructional Writing – linked to Mummification Adventure Story – Egyptian Curse</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 Butler 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 Butler 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
- 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)
- 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)
- 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 fronted adverbials (Y4)
- Using commas after fronted adverbials (Y4)
- Terminology - adverbial, adverb, consonant, consonant letter, vowel, vowel letter, determiner, preposition

	<p><u>Spelling – taught by Mrs Butler on a Friday for 30 minutes and during the week in three 20 minute slots – see separate overview</u></p> <p><u>Spelling patterns – revision of Year 2 patterns</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 – Secrets of the Sun King by Emma Carroll</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> <p><u>Use of VIPERS</u> to discuss and analyse chapters from the book. See separate guidance on how this is done. Objectives covered:</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Asking questions to improve their understanding of a text • 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 • 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

Spring - to be added

Writing objectives	FOCUS – Text type –	FOCUS – Text Type –
	<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• 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	
	<u>Handwriting – taught by Mrs Butler 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.

Vocabulary, Grammar and Punctuation – taught by Mrs Butler 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
- Terminology -

	<p><u>Spelling – taught by Mrs Butler on a Friday for 30 minutes and during the week in three 20 minute slots – see separate overview</u></p> <p><u>Spelling patterns –</u></p> <p>Year 3 and 4 statutory word list</p>
<p>Reading objectives</p> <p>Focus book –</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. Objectives covered:</p> <ul style="list-style-type: none"> •

Summer – to be added

<p>Writing objectives</p>	<p>FOCUS –</p> <p>Text type –</p>	<p>FOCUS –</p> <p>Text Type –</p>
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Composition – linked to the Project being taught that term and used in all pieces of extended writing

Plan their writing by:

- 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:

- 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:

- 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 Butler on a Friday for 30 minutes. Reiterated throughout all Literacy lessons

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Vocabulary, Grammar and Punctuation – taught by Mrs Butler 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
- Terminology -

Spelling – taught by Mrs Butler on a Friday for 30 minutes and during the week in three 20 minute slots – see separate overview

Spelling patterns –

Year 3 and 4 statutory word list

Reading objectives

Focus book –

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

Use of VIPERS to discuss and analyse chapters from the book. See separate guidance on how this is done.

Objectives covered:

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