



Year 3/4 English Overview

<p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> • Instructions • Non-chronological report • Newspaper report/Recount/diary entry • Persuasive • Explanation • Discussion • Play scripts • Biography 	<p><u>Fiction story plots:</u></p> <ul style="list-style-type: none"> • Rags to riches • Journey/portal • Wishing tale • Warning tale • Finding/losing tale • Meeting tale • Tale of fear • Character flaw (KS2) 	<p><u>Fiction Toolkit focus:</u></p> <ul style="list-style-type: none"> • Suspense • Openings and endings • Beating a monster/baddie • Setting description • Characterisation • Dialogue
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SPELLING, PUNCTUATION AND GRAMMAR - bold: both Y3 and Y4 coverage			
YEAR 3		YEAR 4	
<ul style="list-style-type: none"> • Determiners • Adverbs & Adjectives • Dialogue (speech) • Nouns • Word families • Commas—lists and possession • Find words in a dictionary using first 3 letters 	<ul style="list-style-type: none"> • Subordinating clauses (conjunctions) • Prepositions • Tenses—perfect form to mark relationship of time and cause • Paragraphs • Prefixes • Organisational devices in NF such as headings, etc 	<ul style="list-style-type: none"> • Pronouns for clarity and to avoid repetition • Fronted adverbials • Commas—after fronted adverbials • Apostrophes (possession and contraction) • Dialogue (punctuation direct speech) • Find words in a dictionary using first 3 letters 	<ul style="list-style-type: none"> • Noun phrases—modifying adjectives, nouns and prepositions • Suffixes • Standard English • Vocab related to specific subjects and themes • Paragraphs • Organisational devices in NF such as headings, etc

Year 3/4 English Overview

	Autumn 1 - 37 days			Autumn 2 - 33 days	
	Autumn 1	Autumn 1	Autumn 1	Autumn 2	Assessment
Category	SPAG	Fiction	Poetry	Fiction	Fiction
Lesson length	5 lessons	17 lessons	15 lessons	23 lessons	10 lessons
Text Name	Sentence structure	Firework maker's daughter (Literacy Shed)	Registration (Allan Ahlberg)/ What is Pink? (Christina Rosetti) -(Literacy Shed/Poetry Shed y3)	Theseus and the minotaur	The Snowman
Text type	Sentence types	Wishing tale	Question and Answer poems.	Warning tale	Journey story
Outcome	Children can compose, write and check sentences that are accurate.	To write the missing chapter of the story - new setting	To write their own AA, BB Q&A poem.	Story beating a mythical creature.	Descriptive passage of the boy and the snowman
Toolkit focus	Accurately punctuated sentences - statements and questions.	Setting description	Rhyming patterns. Sentences with a range of conjunctions.	Beating a mythical monster.	Setting description and characterisation.
SPAG focus	Capital letters Full stops Question marks Words in the right order so sentences make sense	Similes, metaphors, Expanded noun phrases, conjunctions, paragraphs, Evidence of editing and proofreading.	Sentence punctuation - capital letters, full stop/question mark. Subordinating conjunctions. Rich vocabulary.	Parts of a sentence, expanded noun phrases, third person (story), First person (diary), adverbs	Expanded noun phrases, conjunctions, rich vocabulary. Accurate commas in a list, CL, FS, apostrophe for possession and contraction. KS1 common exception words, Y3/4 spellings, joined handwriting.
Cross curricular writing		History - Ancient Greeks (VH)	-----	Geography - volcanoes (VH)	
Reading	Firework Maker's Daughter - Box B2 Diary of a Killer Cat - Box A2			James and the Giant Peach (Box B2).The Mousehole Cat - Box A2	

Year 3/4 English Overview

Spring 1 - 25 days Spring 2 - 30 days	Spring 1		Spring	Spring 2	Spring 2	Assessment
Category	Fiction		Poetry	Non-fiction	Fiction	Fiction
Lesson length	15 lessons		10 lessons	15 lessons	12 lessons	3 days
Text Name	The iron man (Literacy shed)		Limericks and Clerihew (y3 LS+)	How to Catch a Minotaur (teacher made)	The Last Bear	Journey (picture book by Andrew Becker - Literacy Shed)
Text type	Finding/losing		Clerihew	Instructions	Narrative	Wishing tale
Outcome	To write a monologue using rhetorical questions.		To write their own clerihew with AABB rhyming structure.	Write instructions on how to catch a mythical creature.	To write a first person narrative of how the bear came to be on Bear Island.	To write a sequel to the story, focusing on dialogue and description.
Toolkit focus	Monologue Rhetorical questions		Rhyme AABB structure 4 line biographical structure First line - person's full name Humorous summing up of the named person in lines 2-4.	Writing a set of instructions with introduction, main actions and conclusion.	Figurative language. Viewpoint Commas in a range of sentences	Setting description Dialogue
SPAG focus	Speech, accurate commas in a list, apostrophe for possession and contraction. Evidence of editing and proofreading.		TBC - use writing evidence to focus on gaps	Title and subheadings Bullet points Paragraphs Colons and semicolons Time adverbials Imperative verbs Adjectives	Expanded noun phrases, similes, First person (as Bear) Fronted adverbial punctuated with a comma	Expanded noun phrases, conjunctions, adverbs. Accurate commas in a list, CL, FS, apostrophe for possession and contraction. Y3/4 spellings, joined handwriting. Evidence of editing and proofreading.
Reading	The Iron Man (as part of writing unit) Box A2 Phonics to fluency - Jack Sweettooth		Phonics to Fluency - Cats understanding your whiskered friend The Owl Who was Afraid of the Dark The Last Bear Box D1 (as part of writing)			
Cross curricular writing	Geography - On the Move (VH) History - Ancient Maya	Science - digestion (VH)		DT - Textiles (VH)		

Explanation needs to be covered this term

Year 3/4 English Overview

Summer 1 - 23 days Summer 2 - 35 days	Summer 1	Summer 1	Summer 2	Summer 2	Summer 2	Assessment
Category	Fiction	Non Fiction	Fiction	Non Fiction	Poetry	Non-Fiction
Lesson length	15 lessons	8 lessons	10 lessons	10 lessons	5 lessons	5 days
Text Name	Charlie and the chocolate factory (Literacy Shed)	Should Wonka's factory change its products to something healthier?	Matilda	News Shed / Literacy shed	Haikus, Tankas & Cinquains (y4 LS+)	Flotsam (Literacy Shed)
Text type	Rags to riches	Balanced Argument	Playscript	Newspaper Report	Cinquains	Newspaper Report
Outcome	Write their own rags to riches story of a factory of their choice	To write a balanced argument about the use of sweets as a reward.	To write a scene in which Matilda plays a new trick on her family.	To write a newspaper report about a current event.	Children write their own cinquain based on a chosen topic.	Write a newspaper report about what was found on the camera
Toolkit focus	Openings /endings	Rhetorical questions	Title Stage direction in brackets Present tense Colons used after character's name Ellipsis to show character is thinking or stuttering Capitals or italics to show emphasis to a word	Paragraphs starting with topic sentences Past tense, third person recount, technical vocabulary, questions and exclamations, long and short sentences.	3 lines, 17 syllables. (5, 7, 5)	
SPAG focus		Subordinating conjunctions Fronted adverbials First and Third person. Paragraphs.	Brackets Colons ellipsis	Past tense - simple past, continuous, past perfect, past perfect continuous.		
Cross curricular writing	History - Early Islamic					
Reading	The Three Musketeers - Box E		Me and Mr P - Box C			