



Y 3/4 A												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Key texts	Whole School Text	Eliot Jones	Romans NF	Adolphus Tips	Mission Possible	Small in the City (LTree)	The Selfish Giant	Poetry?	Shackleton	A River	Journey	
Genre		Narrative	Non Fiction	Narrative			Classic narrative		Non fiction			
Poem to learn by heart	That Stormy Night-Berlie Doherty											
Links to wider curriculum	Romans Light and Sound				Transport through time Electricity Europe				Plants, living things and habitats Rivers			
Writing outcomes	Narrative retell – power of three		Letter Diary Roman myth		Narrative Instructions		Description Letters Write and perform poetry		Letter Diary Interview questions and answers Newspaper article		Description Poetry	
Grammar and Punctuation	<p>Y3 Focus Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Text: Introduction to paragraphs as a way to group related material; Headings and sub-headings to aid presentation; Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Punctuation: Introduction to inverted commas to punctuate direct speech Vocabulary for pupils: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) Y4 Focus Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair); Fronted adverbials [for example, Later that day, I heard the bad news.] Text: Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”], Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names], Use of commas after fronted adverbials</p>											

	Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial
Spelling	<p>Twinkl spelling programme for each year group. Include NC spelling rules:</p> <p>Y3 Focus Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Y4 Focus The grammatical difference between plural and possessive –s 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]</p>
Handwriting	<p>Pupils should be taught to:</p> <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].

Year 3/4 B													
	Autumn 1			Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Key texts	Whole School Text: That Stormy Night	The BFG	The Tin Forest	Oliver Jeffers – The Heart & The Bottle	Escape from Pompeii	Chalk and Fossil	Spaghetti Spaghetti Shape Poems	Flotsam	The Iron Man	Beowulf	Until I met Dudley?	Just So Stories	Skygazing: Explore the Sky in the Day and Night
Genre	Non fiction	Narrative		Narrative	Non fiction	Wordless picture	Poetry	Wordless picture	Fiction	Classic narrative	Fiction	Fiction	Non fiction
Poem to learn by heart	That Stormy Night			My Iguana		Spaghetti Spaghetti		Voices of water		The Clouded House		Colonel Falzackerey Butterworth-Toast	
Links to wider curriculum	Ancient Egypt The Human Body Rhythm (Music)					Rocks and soils				Anglo Saxons Forces/magnets			
Writing outcomes	Innovate a narrative Recount (diary entry), character descriptions, new chapter, instructions			News report Setting description Diaries Letters Narrative		Writing a narrative with a beginning and end. Rhyming poetry and shape poems using descriptive vocabulary		Character descriptions, short news reports, letters of advice, poetry, instructions Postcard, setting descriptions, non-chron report, message in a bottle letters		Letter Diary Newspaper article Short explanatory paragraphs		Write a “Just so” myth Non-fiction page Explanation text	
Grammar and Punctuation	<p><u>Y3 Focus</u></p> <p>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Text: Introduction to paragraphs as a way to group related material; Headings and sub-headings to aid presentation; Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Punctuation: Introduction to inverted commas to punctuate direct speech</p> <p>Vocabulary for pupils: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</p> <p><u>Y4 Focus</u></p> <p>Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair); Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Text: Use of paragraphs to organise ideas around a theme</p>												

	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”], Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names], Use of commas after fronted adverbials</p> <p>Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial</p>
Spelling	<p>Twinkl spelling programme for each year group. Include NC spelling rules:</p> <p><u>Y3 Focus</u></p> <p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p><u>Y4 Focus</u></p> <p>The grammatical difference between plural and possessive –s 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]</p>
Handwriting	<p>Pupils should be taught to:</p> <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].