



Topic	Main Book	Writing Genres	Grammar Focus
Rivers Autumn Term 1	Cinnamon (4 weeks)	Main Outcomes: Reflection/Recount Oracy outcome: Drama – describing physical features and personality traits of a character.	expanded noun phrases. subordination fronted adverbials
	Iron Man by Ted Hughes (7 weeks)	Main Outcomes: Diary Entry (Hogarth explaining what he has seen) (short write) Character Description (7 weeks) Oracy outcome – Drama – conscious alley - How are the villagers/Iron Man feeling?	Informal language Pronouns and alternative nouns for cohesion Similes and Metaphors (GD) Alliteration Expanded noun phrases with prepositional phrases.
Anglo-Saxons Autumn Term 2	Beowulf	Outcome: Recount: 1st person reflection on the battle between Grendal's	Comparatives and superlatives Past progressive Prepositional phrases

		<p>mother and Beowulf.</p> <p>Oracy Focus – Interviewing Beowulf</p> <p>(4 weeks)</p>	<p>Figurative language</p>
<p>Spring 1 Amazing Art</p>	<p>Harry Potter and the Philosopher’s Stone by J.K. Rowling</p>	<p>Main Outcomes: Narrative with a dialogue focus.</p> <p>Oracy Focus: debate: should Harry be allowed to attend Hogwarts?</p>	<p>Pronouns and alternative nouns for cohesion</p> <p>Expanded noun phrases with prepositional phrases.</p> <p>Subordination</p> <p>Speech</p> <p>3rd person</p>
<p>Spring 2 Mountains</p>	<p>The Butterfly Lion (4 weeks)</p>	<p>Main Outcomes:</p> <p>Main writing outcome: Advert</p> <p>Oracy outcome – debate- using animals in the circus</p>	<p>Fronted adverbials</p> <p>Present perfect tense</p> <p>Expanded noun phrases</p> <p>Comparatives and superlatives</p> <p>Alliteration</p>
<p>Summer 1 and 2 The Vikings</p>	<p>How to train your dragon (9 weeks)</p>	<p>Leaflet (Non-chronological report / Information text)</p> <p>Narrative with a dialogue focus</p>	<p>Present tense</p> <p>Paragraphs in non-fiction writing</p> <p>Headings and subheadings</p> <p>Speech</p> <p>Possessive pronouns</p> <p>Fronted adverbials</p>

Summer 2 The Vikings	Poetry (3 weeks)	Main Outcome: free verse poetry Oracy outcome – Performance of own poem	Similes Adjectives/expanded noun phrases Exaggerated language

	National Curriculum Statutory Requirements YEAR 3/4 Word Reading
RW1	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
RW2	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

	National Curriculum Statutory Requirements YEAR 3/4 Reading Comprehension
	Develop pleasure in reading, motivation to read, vocabulary and understanding by
RC1	Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks
RC2	Reading books that are structured in different ways and reading for a range of purpose
RC3	Using dictionaries to check the meaning of words that they have read
RC4	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally
RC5	Identifying themes and conventions in a wide range of books
RC6	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
RC7	Discussing words and phrases that capture the reader's interest and imagination
RC8	Recognising some different forms of poetry
	Understand what they read, in books they can read independently by:
RC9	Checking that the text makes sense to them, discussing their understanding and explain the meaning of words in context
RC10	Asking questions to improve their understanding of a text
RC11	Drawing inference such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
RC12	Predicting what might happen from details stated and implied
RC13	Identifying main ideas drawn from more than one paragraph and summarising these
RC14	Identify how language, structure and presentation contribute to meaning
RC15	Retrieve and record information from non-fiction
RC16	Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

	National Curriculum Statutory Requirements YEAR 3/4 Writing Composition
	Pupils should be taught to plan their writing by:
WC1	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

WC2	Discussing and recording ideas Draft and write by:
WC3	Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
WC4	Organising paragraphs around a theme
WC5	In narratives, creating settings, characters and plot
WC6	In non-narrative material, using simple organisational devices (e.g. headings and sub-headings)
	Evaluate and edit by:
WC7	Assessing the effectiveness of their own and other's writing and suggesting improvements
WC8	Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentence
WC9	Proof-reading to check for spelling and punctuation errors
WC10	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

	National Curriculum Statutory Requirements YEAR 3/4 Speaking and listening
SL1	Listen and respond appropriately to adults and their peers
SL2	Ask relevant questions to extend their understanding and knowledge
SL3	Use relevant strategies to build their vocabulary
SL4	Articulate and justify answers, arguments and opinions
SL5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
SL6	Maintain attention and participate actively in collaborative conversations, staying on topic an initiating and responding to comments
SL7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
SL8	Speak audibly and fluently with an increasing command of standard English
SL9	Participate in discussions, presentations, performances, role play, improvisations and debates
SL10	Gain, maintain and monitor the interest of the listener
SL11	Consider and evaluate different viewpoints, attending to and building on the contributions of others
SL12	Select and use appropriate registers for effective communication

	YEAR 3/4 Grammar, Vocabulary and Punctuation
Word	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done)
Sentence	<ul style="list-style-type: none"> 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
Text	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials
Terminology for pupils	Determiner, pronoun, possessive pronoun, adverbial

Year 4 Spellings

Autumn 1

Week 1 Words with /aw/ spelt with augh and au	Week 2 Adding the prefix in- (meaning 'not' or 'into')	Week 3 Adding the prefix im- (before a root word starting with 'm' or 'p')	Week 4 Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Week 5 Homophones & near homophones	Week 6 Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
caught	inactive	immature	illegal	medal	division
naughty	incorrect	immeasurable	illegible	meddle	invasion
taught	inaccurate	impossible	illogical	missed	confusion
daughter	insecure	immortal	illiterate	mist	decision
autumn	indefinite	imperfect	illicit	scene	collision
clause	incomplete	impatient	irregular	seen	television
cause	infinite	immovable	irrelevant	board	revision
astronaut	inedible	impolite	irresponsible	bored	erosion
applaud	inability	important*	irrational	which	inclusion
author	indecisive	improper	irresistible	witch	explosion

Autumn 2

Week 1 Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week 2 Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Week 3 Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Week 4 Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Week 5 Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Week 6 Statutory Spellings Challenge Words
expansion	expression	invention	musician	though	interest
extension	discussion	injection	politician	although	experiment
comprehension	confession	action	electrician	dough	potatoes
tension	permission	question	magician	through	favourite
corrosion	admission	mention	mathematician	breakthrough	imagine
supervision	transmission	attraction	dietician	thought	material

Spring 1

Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Nouns ending in the suffix -ation	Week 4 Nouns ending in the suffix -ation	Week 5 Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Week 6 Plural Possessive Apostrophes with plural words
accept	cereal	information	creation	submerge	girls'
except	serial	adoration	radiation	subheading	boys'
affect	check	sensation	indication	submarine	babies'
effect	cheque	preparation	ventilation	subordinate	parents'
aloud	through	education	relegation	subway	teachers'
allowed	threw	location	dedication	superman	women's
weather	draft	exaggeration	demonstration	supervise	men's
whether	draught	concentration	abbreviation	supersede	children's
whose	stares	imagination	translation	superpower	people's
who's	stairs	organisation	vibration	superhuman	mice's

Spring 2

Week 1 Words with the /s/ sound spelt with 'sc'	Week 2 Words with a 'soft c' spelt with 'ce'	Week 3 Words with a 'soft c' spelt with 'ci'	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spellings Challenge Words
science	centre	circle	phone	solve	length
crescent	century	decide	phonics	solution	strength
discipline	certain	medicine	microphone	insoluble	purpose
fascinate	recent	exercise	telephone	dissolve	history
scent	experience	special	homophone	solvent	different
scissors	sentence	cinema	real	sign	difficult
ascent	notice	decimal	reality	signature	separate
descent	celebrate	accident	realistic	assign	suppose
scientist	ceremony	city	unreal	design	therefore
scenery	certificate	citizen	realisation	signal	knowledge

Summer 1

Week 1 Adding the prefix inter- (meaning 'between' or 'among')	Week 2 Adding the prefix anti- (meaning 'against')	Week 3 Adding the prefix auto- (meaning 'self' or 'own')	Week 4 Adding the prefix ex- (meaning 'out')	Week 5 Adding the prefix non- (meaning 'not')	Week 6 Words ending in -ar/ -er
interact	antiseptic	autograph	exit	non-stick	calendar
interfere	anticlockwise	autobiography	extend	non-stop	grammar
intercity	antisocial	automatic	explode	non-starter	regular
international	antidote	autofocus	excursion	non-smoker	particular
intermediate	antibiotic	autocorrect	exchange	nonsense	peculiar
internet	antivenom	autopilot	export	non-fiction	popular
intergalactic	anti-ageing	autorotate	exclaim	non-drip	consider
interrupt	antifreeze	automobile	expel	non-violent	remember
intervene	antiperspirant	autonomy	external	non-profit	quarter
interlude	antigravity	autocue	exterior	non-believer	integer

Summer 2

Week 1 Adding the suffix -ous (No change to root word)	Week 2 Adding the suffix -ous (No definitive root word)	Week 3 Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Week 4 Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')	Week 5 Adverbials of frequency and possibility	Week 6 Adverbials of manner
dangerous	tremendous	various	famous	regularly	awkwardly
poisonous	enormous	furious	nervous	occasionally	frantically
mountainous	jealous	glorious	ridiculous	frequently	curiously
joyous	serious	victorious	carnivorous	usually	obediently
synonymous	hideous	mysterious	herbivorous	rarely	carefully
hazardous	fabulous	humorous	porous	perhaps	rapidly
riotous	curious	glamorous	adventurous	maybe	unexpectedly
perilous	anxious	vigorous	courageous	certainly	deliberately
momentous	obvious	odorous	outrageous	possibly	hurriedly
scandalous	gorgeous	rigorous	advantageous	probably	reluctantly