

	Autumn Term		Spring Term			Summer Term					
YEAR 3/4 CYCLE A	Stone Age		Norwich through the ages			Rainforests		Volcanoes and earthquakes			
SUBJECT NARRATIVE	Main Text: <i>Stone Age Bone Age</i> (Manning & Granstrom), <i>Little Nose</i> (Grant)	Main Text: <i>How to Cook Children by Esmelia Sniff</i>	Main Text: <i>The Hodgeheg</i> (King-Smith)	Main Text: <i>Route Finder</i> (Scholastic) Example directions from tour guides	Main Text: <i>Humorous poems about school</i>	Main Text: <i>Vanishing Forest</i> (Platt), <i>Great Kapok Tree</i> (Cherry)	Main Text: <i>Aesop Fables</i>	Image poetry			
	Story writing	Writing instructions	Writing an adventure story	Writing directions	Own poem following rhyme scheme/structure	Discussions, persuasive poster, discussion text	Write a new fable	Poems about volcanoes and earthquakes			
SKILLS PROGRESSION (when new skills introduced)											
	Sentence type revision Nouns Adverbials of time and place Using a thesaurus Paragraphs – focusing on setting and character	Imperative verbs Time conjunctions Commas in lists	Research skills Prediction Speech punctuation Fronted adverbials Compound words Compound sentences Complex sentences	Apostrophes – contraction and possession Prepositions and prepositional phrases	Powerful verbs Alternative adverbs Rhyming couplets	Summarising Finding key ideas Persuasive language For and against arguments Fact and opinions Paragraphs using sub-headings	Story structure - focus on openings and endings Dialogue revision Cause and effect conjunctions Characterisation	Alliteration Similes and metaphors Onomatopoeia Rhyme			
SKILLS PROGRESSION (consolidated throughout year)											
(THROUGHOUT YEAR)	<p>WRITING Throughout year/consolidation skills:</p> <p><u>Planning, drafting and editing writing</u></p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors <p><u>Punctuation</u></p> <ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with singular and plural nouns 		<p><u>Spelling</u></p> <ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1)• use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary <p><u>Handwriting</u></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 			<p>READING Throughout year/consolidation skills:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Range of Reading</u></p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 		<p><u>Poetry and Performance</u></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 <p><u>Word Meanings</u></p> <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read <p><u>Understanding</u></p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these 		<p><u>Inference and prediction</u></p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p><u>Authorial intent:</u></p> <ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning 	

Year 3 and 4
Spelling Narrative

YEAR	AUTUMN	SPRING	SUMMER
3	<p>Words with 'ph' and 'wh'</p> <p>Plurals of words ending in 'y' (change 'y' to 'i' and add 'es')</p> <p>Adding 'ing', 'er', 'est' and 'y' to words ending in 'e'</p> <p>Adding vowel suffixes to words with more than one syllable</p> <p>Adding vowel suffixes for words with more than one syllable with unstressed vowels</p> <p>Words with 'y' as /i/</p>	<p>Words with 'ou' as /u/</p> <p>Prefixes 'dis', 'in' and 'mis'</p> <p>Prefixes 'ir', 'il' and 'im'</p> <p>Prefixes 're' and 'sub'</p> <p>Prefixes 'super' and 'inter'</p> <p>Prefix 'auto'</p> <p>Prefix 'anti'</p> <p>Words ending in 'ation'</p> <p>Words ending in 'etion', 'ition', 'otion' and 'ution'</p>	<p>Words ending in 'ly'</p> <p>Words ending in 'sure' and 'ture'</p> <p>Words ending in 'sion' as /zhun/</p> <p>Words ending in 'ous'</p> <p>Words ending in 'tion' and 'cian'</p> <p>Words ending in 'ssion' as /shun/</p> <p>Words ending in 'sion' as /shun/</p> <p>Words containing 'ch' as /k/</p>
4	<p>Homophones</p> <p>Words containing 'ch' as /sh/</p> <p>Words ending in 'gue' and 'que'</p> <p>Words with 'sc' as /s/</p> <p>Words with 'ei', 'eigh' and 'ey' as /ay/</p> <p>Possessive apostrophes</p>	<p>Prefixes 'mis', 'in' and 'dis'</p> <p>Prefixes 'im', 'il' and 'ir'</p> <p>Year 3/4-word lists</p>	<p>Words containing 'sion' as /zhun/</p> <p>Words ending in 'ous'</p> <p>Words ending in 'ation'</p> <p>Words ending in 'tion'</p> <p>Words ending with 'ssion' as /shun/</p> <p>Words ending with 'sion' as /shun/</p>