

	<b>AUTUMN</b>			<b>SPRING</b>		<b>SUMMER</b>		
<b>YEAR 3/4 CYCLE B</b>	Ancient Egypt			Around the World in 80 Days		Power of the Monarchs The Tudors		Power of the Monarchs The Victorians
<b>SUBJECT NARRATIVE</b>	Time Travelling Cat (Jarman) The Time-slip Scarab (Pie Corbett)	The Shirt Machine (Animation) Wallace and Gromit Cracking Inventions (Park & Burton)	Shape Poems (Egyptian theme)	Aunty Dot's Incredible Adventure Atlas (Yildirim)	Around the World in 80 Days Expedition Diaries by Simon Chapman	Leon and the Place In-between The Magic Box	Performance poetry by Michael Rosen and Brian Moses	Range of current persuasive adverts from magazines 'Crunchbowls' advert
	Story set in Ancient Egypt - time travel	Information writing- an explanation of an invention	Write a shape poem to Egyptian theme	Letter writing with information about chosen country (Fiction and non-fiction)	Diary and journal entries	Story set in a magical world	Performance poem	Advert
<b>SKILLS PROGRESSION</b> (Focussed skills)								
	Adjectives – Power of 3 Powerful verbs Past tense verbs Using and punctuating direct speech Fronted adverbials (with comma) Note-taking skills – retrieve and record Paragraphs Prediction	Time conjunctions Chronological order Cause and effect conjunctions Present tense	Commas in lists	Fact and opinion Features of informal language Prepositional phrases Embedded clauses	Changing between tenses – present to past Irregular verb endings	Paragraphs Adverbials - how and where Inference Descriptive sentence structures for dramatic effect	Creating imagery – similes, metaphors, ellipsis	Exaggeration Appealing adjectives and adverbs for advertising Rhetorical questions
<b>SKILLS PROGRESSION</b> (consolidated throughout year)								
	<p><b>WRITING</b> Throughout year/consolidation skills:</p> <p><u>Planning, drafting and editing writing</u></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p>*organising paragraphs around a theme</p> <ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> </ul>	<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<p><b>READING</b> Throughout year/consolidation skills:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><u>Range of Reading</u></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<p><u>Poetry and Performance</u></p> <ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry</li> </ul> <p><u>Word Meanings</u></p> <ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p><u>Inference and prediction</u></p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> </ul> <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>Authorial intent:</u></p> <ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>		

**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>