



English Curriculum

2023/24

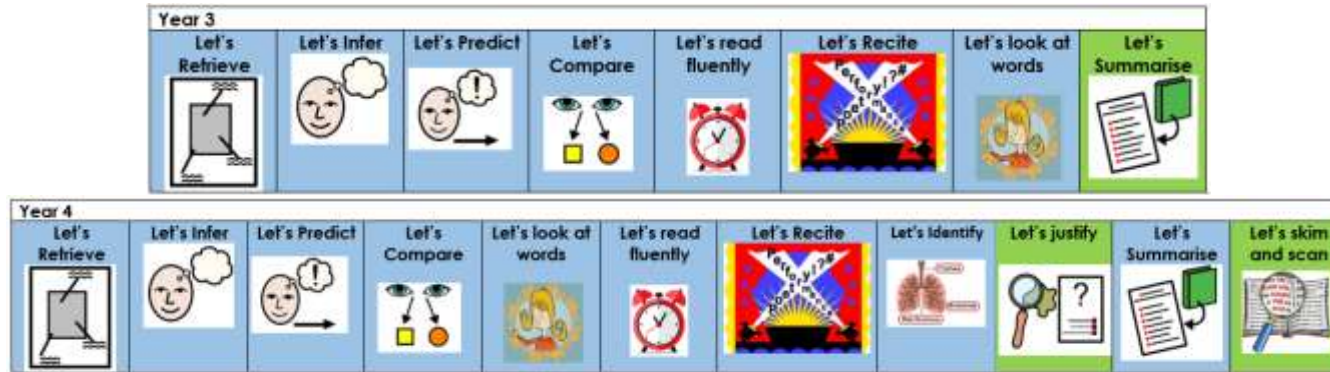
Year 3/4

Year 3/4 English Curriculum Map 2023/24

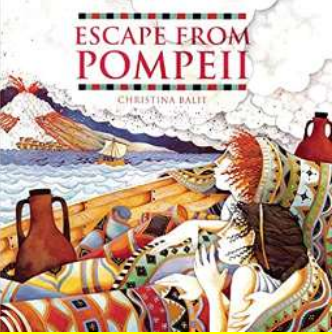
Literature breadth of study:

Y3/4: They should listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They should increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. They should read books that are structured in different ways and read for a range of purposes.

Reading Skills



Autumn Term

UNIT 1 Autumn 1 3 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
Topic Text  Text type: Narrative in first person	<p>Use further prefixes and suffixes and understand how to add them eg. dis, mis, re etc.</p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p>	<p>In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of commas after fronted adverbials</p> <p>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>



Learn new vocabulary and apply to their own writing.

Many Questions

Set of three consecutive questions.

Who was he? Where was he from?
What does he want?

Vocabulary

Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
Y4: determiner, pronoun, possessive pronoun, adverbial

**UNIT 2
Autumn 1 3 weeks**

Year 3/4 Spelling

Year 3/4 Reading

Year 3/4 Writing

Year 3/4 Punctuation and Grammar

Contemporary Fiction



Text type: Narrative first person

Spell words with possessive apostrophes in regular and irregular plurals.

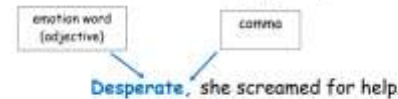
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Ask questions to improve their understanding of a text.

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Emotion word, (comma) sentence

Emotion word, (comma) sentences begin with a feeling word followed by a , (comma).



Terrified, she froze instantly on the spot where she stood.





Learn new vocabulary and apply to their own writing.

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).

Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

Vocabulary	Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Y4: determiner, pronoun, possessive pronoun, adverbial			
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UNIT 3 Autumn 1 2 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
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Traditional Poetry 	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word. Discuss words and phrases that capture the reader's interest and imagination	<p style="text-align: center;">Plan, Draft, Edit, Proof-read</p> Discuss and record ideas Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors  Learn new vocabulary and apply to their own writing.	Understand what a determiner is <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>A determiner is a word that comes before the noun phrase. They tell us whether the noun phrase is specific or general.</p> </div> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #d1ecf1;">Definite and Indefinite Articles</th> <th style="background-color: #fff3cd;">Possessive Determiners</th> <th style="background-color: #d4edda;">Interrogative Determiners</th> <th style="background-color: #d1ecf1;">Demonstrative Determiners</th> <th colspan="2" style="background-color: #d1ecf1;">Quantifiers</th> </tr> </thead> <tbody> <tr> <td>the a an</td> <td>her his my your their</td> <td>which what whose</td> <td>this those that</td> <td>many less few</td> <td>one, two, three, etc. all several lots of some many</td> </tr> </tbody> </table> Use of forms of 'a' or 'an' according to whether the next word begins with a consonant or a vowel.	Definite and Indefinite Articles	Possessive Determiners	Interrogative Determiners	Demonstrative Determiners	Quantifiers		the a an	her his my your their	which what whose	this those that	many less few	one, two, three, etc. all several lots of some many
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Vocabulary	Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Y4: determiner pronoun, possessive pronoun adverbial			
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6th October National Poetry Day – Poetry Festival: The River by Valerie Bloom

Y4: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

UNIT 4 Autumn 2 4 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
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Information Text	Spell further homophones.	Identify main ideas drawn from more than one paragraph and summarising these.	In non-narrative material, using simple organisational devices [for example, headings and sub-headings].	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
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 <p>Text type: Reports</p>		<p>Retrieve and record information from non-fiction</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Organising paragraphs around a theme.</p> <p>Plan, Draft, Edit, Proof-read Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p>Vocabulary</p>	<p>Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>			
<p>UNIT 5 Autumn 2 3 weeks</p>	<p>Year 3/4 Spelling</p>	<p>Year 3/4 Reading</p>	<p>Year 3/4 Writing</p>	<p>Year 3/4 Punctuation and Grammar</p>
<p>Topic Text</p>  <p>Text type: Narrative in third person</p>	<p>Spell words with suffixes -ly and -ation.</p>	<p>Predict what might happen from details stated and implied</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>In narratives, creating settings, characters and plot.</p> <p>Plan, Draft, Edit, Proof-read Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency,</p>	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>The grammatical difference between plural and possessive –s</p>

including the accurate use of pronouns in sentences.


Proof-read for spelling and punctuation errors

Verb, person sentence
 These sentences start with a verb, followed by a comma, and then the name of a person along with the rest of the sentence.

verb

Flying, John had always been terrified of it.

Trembling, he fled from the beast.




Learn new vocabulary and apply to their own writing.

Vocabulary



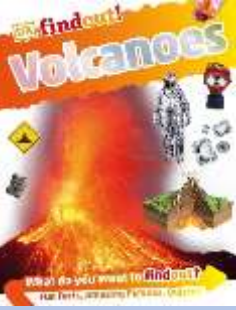


Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
 Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
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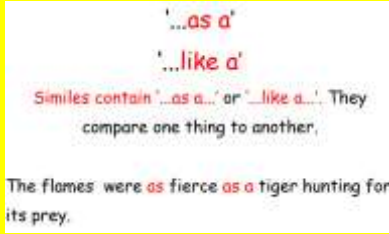

Reading Spine

Fantastic Mr. Fox
 Here we are by Oliver Jeffers
 Aesop's Fables
 The Pebble in My Pocket: A History of Our Earth by Meredith Hooper
 Revolting Rhymes -poetry
 A range of fairytale, myths and legends

Spring Term

UNIT 6 Spring 1 3 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
Topic Text	Use the first two or three letters of a word to check its	Using dictionaries to check the meaning of words that they have read.	Plan, Draft, Edit, Proof-read Discuss and record ideas	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or

 <p>Text type: Biographies</p>	<p>spelling in a dictionary.</p> <p>Spell words with ei, eigh, ey.</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>prepositions [for example, before, after, during, in, because of]</p>
<p>Vocabulary</p>	<p>Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>			
<p>UNIT 7 Spring 1 2 weeks</p>	<p>Year 3/4 Spelling</p>	<p>Year 3/4 Reading</p>	<p>Year 3/4 Writing</p>	<p>Year 3/4 Punctuation and Grammar</p>
<p>Topic Text</p>  <p>Text Type: Reports</p>	<p>Spell words with -sure and -ture endings.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use of the present perfect form of verbs instead of the simple past.</p> 

<p>Vocabulary</p>	<p>Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>			
<p>UNIT 8 Spring 2 5 weeks</p>	<p>Year 3/4 Spelling</p>	<p>Year 3/4 Reading</p>	<p>Year 3/4 Writing</p>	<p>Year 3/4 Punctuation and Grammar</p>
<p>Stories from our Literary Heritage</p>  <p>Text type: Narrative in first person</p>	<p>Spell words with the -ous ending.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>   <p>Learn new vocabulary and apply to their own writing.</p>	<p>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!"]</p>
<p>Vocabulary</p>	<p>Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>			

Poetry Festival: The Magic Box Kit Wright



Y4: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action




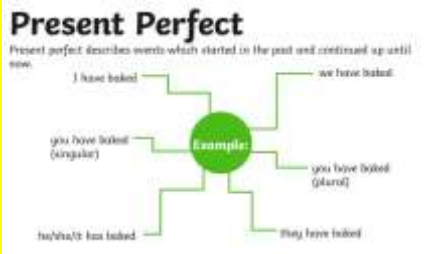
Reading Spine


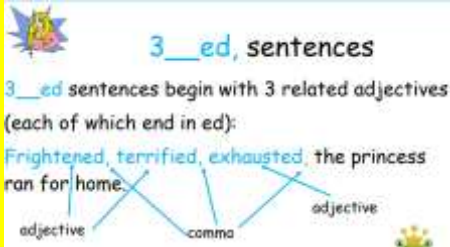

I Believe in unicorns by Michael Morpurgo

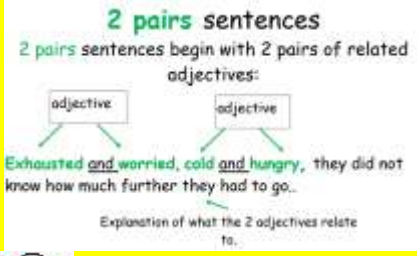

A range of fairytale, myths and legends

Summer Term

UNIT 9 Summer 1 3 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
<p>Persuasive Texts</p>  <p>Text type: Leaflets</p>	<p>Spell words that are often misspelt (English Appendix 1)</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p>	<p>Plan, Draft, Edit, Proof-read Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>To use a full range of punctuation accurately.</p>
<p>Vocabulary</p>	<p>Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>			


	<p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>			
<p>UNIT 10 Summer 1 4 weeks</p> <p>Poetry about Global Issues: The Environment</p>  <p>Text Type: Poems on a theme</p>	<p>Year 3/4 Spelling</p> <p>Spell words with French, Latin and Greek origins. See spelling guidance.</p>	<p>Year 3/4 Reading</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Year 3/4 Writing</p> <p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Year 3/4 Punctuation and Grammar</p>
<p>Vocabulary</p>	<p>Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>			
<p>UNIT 11 Summer 2 3 weeks</p> <p>Topic Text/Graphic novel</p> 	<p>Year 3/4 Spelling</p> <p>Spell words with -sion, -tion, -ssion, -cian endings.</p>	<p>Year 3/4 Reading</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Year 3/4 Writing</p> <p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p>	<p>Year 3/4 Punctuation and Grammar</p> 

<p>Text type: Narrative in first person (diaries)</p>			<p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p> 	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>
<p>Vocabulary</p>	<p>Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>			
<p>UNIT 12 Summer 2 3 weeks</p>	<p>Year 3/4 Spelling</p>	<p>Year 3/4 Reading</p>	<p>Year 3/4 Writing</p>	<p>Year 3/4 Punctuation and Grammar</p>
<p>Greek Myths</p> 	<p>Adding suffixes beginning with vowel letters to words with more than one syllable eg. forgetting, forgotten.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>	<p>To use a full range of punctuation accurately.</p>

<p>Text type: Narrative in first person</p>			<p>2 pairs sentences</p> <p>2 pairs sentences begin with 2 pairs of related adjectives:</p>  <p>Exhausted <u>and</u> worried, cold <u>and</u> hungry, they did not know how much further they had to go.</p> <p>Explanation of what the 2 adjectives relate to.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
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<p>Vocabulary</p>	<p>Y3/4: use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>
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Reading Spine

	<p>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>
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<p>Handwriting</p>	<p>Y3/4: 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].
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By the end of YR	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4/5
<ul style="list-style-type: none"> Letters should be formed correctly. 	<ul style="list-style-type: none"> Letters should be started in the right place. Letters should be the right size in relation to each other. Letters should sit on the line. 	<ul style="list-style-type: none"> Letters should be the right size in relation to each other. Handwriting should demonstrate all of the basic joins. They should not join from break letters. 	<ul style="list-style-type: none"> Handwriting should be joined fluently. They should not join from break letters. 	<ul style="list-style-type: none"> Handwriting should be joined fluently in all writing tasks.