



# English Curriculum

## Cycle 2

### Year 3/4

## Year 3/4 English Curriculum Map

### 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


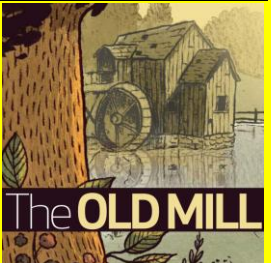

**Year 3**

Let's Retrieve 	Let's Infer 	Let's Predict 	Let's Compare 	Let's read fluently 	Let's Recite 	Let's look at words 	Let's Summarise 
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**Year 4**

Let's Retrieve 	Let's Infer 	Let's Predict 	Let's Compare 	Let's look at words 	Let's read fluently 	Let's Recite 	Let's Identify 	Let's justify 	Let's Summarise 	Let's skim and scan 
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### Autumn Term 1 (7 weeks)

UNIT 1 3 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
<p><b>Theme: <u>Suspense and Mystery</u></b></p> <div style="text-align: center;">    </div> <p><b>Text type: Narrative in third person</b></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  
4 weeks**

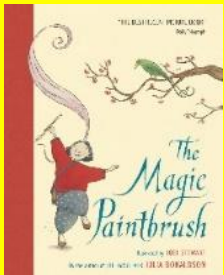
**Year 3/4 Spelling**

**Year 3/4 Reading**

**Year 3/4 Writing**

**Year 3/4 Punctuation and Grammar**

**Theme: Stories from a different culture**



**Text type: Narrative in third person**



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).



**Desperate,** she screamed for help.

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



Learn new vocabulary and apply to their own writing.

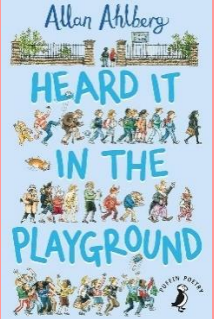


Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).

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

<b>Vocabulary</b>	<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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**AUTUMN TERM 2 (7 weeks)**

<b>UNIT 3</b> <b>3 weeks</b>	<b>Year 3/4 Spelling</b>	<b>Year 3/4 Reading</b>	<b>Year 3/4 Writing</b>	<b>Year 3/4 Punctuation and Grammar</b>
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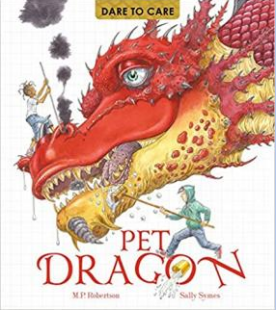


<p><b>Theme: Poems on a theme - school</b></p>  <p><b>Text type: Different poetic forms</b></p>		<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	<p><b>Plan, Draft, Edit, Proof-read</b></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>Understand what a determiner is</p> <div style="border: 1px solid black; padding: 5px; background-color: #fff9c4; text-align: center;"> <p>A <b>determiner</b> 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="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e1bee7;">Definite and Indefinite Articles</th> <th style="background-color: #ffe0b2;">Possessive Determiners</th> <th style="background-color: #c8e6c9;">Interrogative Determiners</th> <th style="background-color: #bbdefb;">Demonstrative Determiners</th> <th colspan="2" style="background-color: #e1bee7;">Quantifiers</th> </tr> </thead> <tbody> <tr> <td>the</td> <td>her</td> <td>which</td> <td>this</td> <td>more</td> <td>one, two, three, etc.</td> </tr> <tr> <td>a</td> <td>his</td> <td>what</td> <td>those</td> <td>less</td> <td>all</td> </tr> <tr> <td>an</td> <td>our</td> <td>whose</td> <td>these</td> <td>any</td> <td>several</td> </tr> <tr> <td></td> <td>my</td> <td></td> <td>that</td> <td>few</td> <td>enough</td> </tr> <tr> <td></td> <td>your</td> <td></td> <td></td> <td>lots of</td> <td></td> </tr> <tr> <td></td> <td>their</td> <td></td> <td></td> <td>some</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>many</td> <td></td> </tr> </tbody> </table> <p>Use of forms of 'a' or 'an' according to whether the next word begins with a consonant or a vowel.</p>	Definite and Indefinite Articles	Possessive Determiners	Interrogative Determiners	Demonstrative Determiners	Quantifiers		the	her	which	this	more	one, two, three, etc.	a	his	what	those	less	all	an	our	whose	these	any	several		my		that	few	enough		your			lots of			their			some						many	
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<b>Vocabulary</b>	<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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## 3<sup>rd</sup> October National Poetry Day: The Door by Miroslav Holub

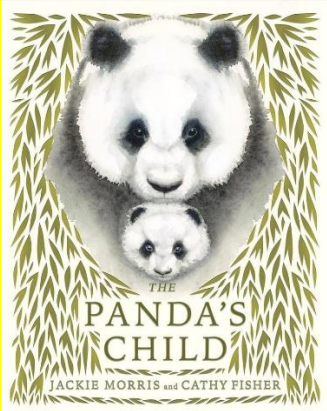

Y4: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

UNIT 4 4 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
<p><b>Theme: Dragons!</b></p>  <p><b>Text type: Reports</b></p>		<p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record information from non-fiction</p> <p>Ask questions to improve their understanding of a text.</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Organising paragraphs around a theme.</p> <p><b>Plan, Draft, Edit, Proof-read</b> 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>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>
<p><b>Vocabulary</b></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>			

# Reading Spine

Boats Fast and Slow  
 Amazing Earth  
 Leo and the Gorgon's Curse  
 Little People, Big Dreams: Marcus Rashford  
 Listen  
 Planetarium  
 The Train to Impossible Places  
 The Last Firefox  
 A range of fairytale, myths and legends

## Spring Term 1 (6 weeks)

UNIT 5 3 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
<p><b>Theme: Nature and Us</b></p>  <p><b>Text type: Narrative</b></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><b>Plan, Draft, Edit, Proof-read</b>                      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> <div data-bbox="1102 1193 1527 1441" style="border: 1px solid black; padding: 5px;"> <p><b>Verb, person sentence</b>                          These sentences start with a verb, followed by a comma, and then the name of a person along with the rest of the sentence.</p> <p style="text-align: center;">verb</p> <p>↙  <b>Flying</b>, John had always been terrified of it.</p> <p><b>Trembling</b>, he fled from the beast.</p> </div>	<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>



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')  
Y4: determiner, pronoun, possessive pronoun, adverbial

**UNIT 6  
3 weeks**

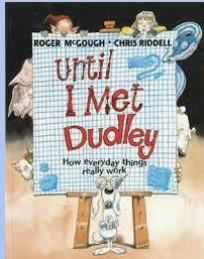
**Year 3/4 Spelling**

**Year 3/4 Reading**

**Year 3/4 Writing**

**Year 3/4 Punctuation and Grammar**

**Theme: How things work**



**Text type: Explanations**



Using dictionaries to check the meaning of words that they have read.

Identify main ideas drawn from more than one paragraph and summarising these.

**Plan, Draft, Edit, Proof-read**

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



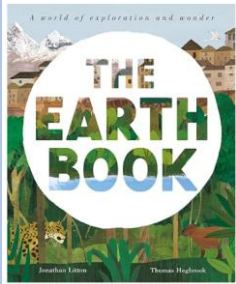


Learn new vocabulary and apply to their own writing.


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]

**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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## Spring Term 2 (7 weeks)

UNIT 7 3 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
<p><b>Theme: The Environment</b></p>  <p><b>Text Type: Persuasive Writing</b></p>		<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve their understanding of a text.</p>	<p><b>Plan, Draft, Edit, Proof-read</b> 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> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Present Perfect</b></p> <p style="font-size: small;">Present perfect describes events which started in the past and continued up until now.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">I have baked</div> <div style="text-align: center;">we have baked</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">you have baked (singular)</div> <div style="text-align: center; background-color: #4CAF50; color: white; border-radius: 50%; padding: 5px;">Example:</div> <div style="text-align: center;">you have baked (plural)</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">he/she/it has baked</div> <div style="text-align: center;">they have baked</div> </div> </div>

<p><b>Text type: Narrative in first person</b></p>		<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Proof-read for spelling and punctuation errors</p> <div data-bbox="1122 204 1509 437" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>'...as a' '...like a' Similes contain '...as a...' or '...like a...'. They compare one thing to another.  The flames were as fierce as a tiger hunting for its prey.</p> </div>  <p>Learn new vocabulary and apply to their own writing.</p>	
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<p><b>Vocabulary</b></p>	<p>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</p>
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**WORLD BOOK DAY** 6<sup>th</sup> March

**Poetry Festival: The Reader of this Poem by Roger McGough**

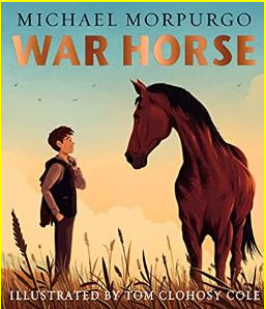


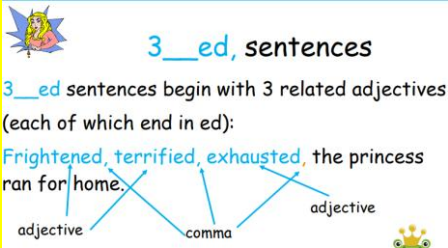
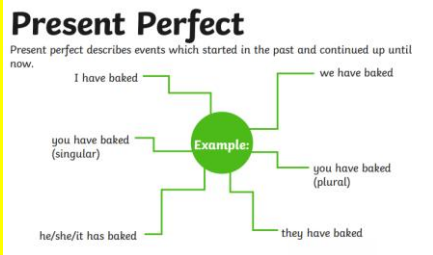


Y4: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action




**Reading Spine**

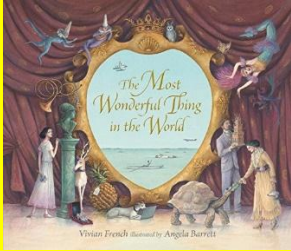


A range of fairytale, myths and legends

## Summer Term 1 (4 weeks)

UNIT 9 4 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
<p><b>Theme: Stories by a Significant author</b></p>  <p><b>Text type: Narrative in first person (diaries)</b></p>		<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><b>Plan, Draft, Edit, Proof-read</b></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><b>Present Perfect</b> Present perfect describes events which started in the past and continued up until now.</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><b>Vocabulary</b></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>			

## Summer Term 2 (7 weeks)

UNIT 10 3 weeks	Year 3/4 Spelling	Year 3/4 Reading	Year 3/4 Writing	Year 3/4 Punctuation and Grammar
<p><b><u>Theme: Changemakers!</u></b></p>  <p><b>Text type: Persuasion</b></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><b>Plan, Draft, Edit, Proof-read</b> 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><b>Vocabulary</b></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>			

<b>UNIT 11</b> <b>3 weeks</b>	<b>Year 3/4 Spelling</b>	<b>Year 3/4 Reading</b>	<b>Year 3/4 Writing</b>	<b>Year 3/4 Punctuation and Grammar</b>
<p><b>Theme: Fairytales</b></p>  <p><b>Text type: Narrative in first person</b></p>		<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><b>Plan, Draft, Edit, Proof-read</b></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> <div data-bbox="1111 687 1525 943" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>2 pairs sentences</b></p> <p style="text-align: center;">2 pairs sentences begin with 2 pairs of related adjectives:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>adjective</p> <p>↙ ↘</p> </div> <div style="text-align: center;"> <p>adjective</p> <p>↙ ↘</p> </div> </div> <p style="text-align: center;">Exhausted <u>and</u> worried, cold <u>and</u> hungry, they did not know how much further they had to go..</p> <p style="text-align: center;">Explanation of what the 2 adjectives relate to.</p> </div>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>To use a full range of punctuation accurately.</p>
<p><b>Vocabulary</b></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><b>Reading Spine</b></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.

## Handwriting

**Y3/4:** Pupils should be taught to:

- 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].