

English Long Term Overview: Year 4												
Year: 4 2026-2027	Autumn 1 Unit 1	Autumn 1 Unit 2	Autumn 2 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 1	Spring 1 Unit 2	Spring 2 Unit 1	Spring 2 Unit 2	Summer 1 Unit 1	Summer 1 Unit 2	Summer 2 Unit 1	Summer 2 Unit 2
Text type	Narrative – Portal Story	Non-fiction – Instructions	Narrative – Warning Story	Non-fiction – Information Text	Narrative – Hero vs Monster	Non-fiction – Recount / Vlog	Narrative – Fantasy Story	Non-fiction – Persuasive Letter	Narrative – Wishing Story	Poetry – Free Verse	Narrative – Suspense Story	Non-fiction – Explanation Text
Purpose: Entertain Inform Persuade	To entertain	To inform and instruct	To entertain	To inform	To entertain	To recount	To entertain	To persuade	To entertain	To express ideas, feelings and imagery; to perform	To entertain	To explain
Audience	Peer readers	Peer readers	Peer readers	Younger pupils (Year 3) or peers	Peer readers	Peer vlog subscribers	Younger year group / reading buddies	Real-world figure (Headteacher, Local MP, Mayor)	Infant/KS1 pupils or Year 4 peers	School assembly / parents at showcase	Audiobook listeners / peer podcast audience	School visitors
Model Text	The Time Slip Scarab	How to Make a Mummy	The Old Warehouse	Goblinology	Zelda Claw	Recount – Vlog	Elf Road	Persuasive Letter	Wishing Story	John Lyons poetry (Oak Academy), including Granny's Sugarcake, Happy Hummingbird Food, Tadpole Comets, Carib Nightfall and Carnival Dance Lesson	Red Eye	How to Be Healthy
National Curriculum: Composition Objectives	• 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors	• 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 (English Appendix 2) • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors	• 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors	• 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 (English Appendix 2) • organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • 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 • proof-read for spelling and punctuation errors	• 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors • 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	• 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • 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 • proof-read for spelling and punctuation errors	• 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • 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 • proof-read for spelling and punctuation errors	• 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • 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 • proof-read for spelling and punctuation errors	• 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 • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors • 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	• 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • 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 • proof-read for spelling and punctuation errors • 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	• 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 (English Appendix 2) • organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • 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 • proof-read for spelling and punctuation errors	
National Curriculum – Vocabulary, Grammar & Punctuation	• (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after	• (Y2) How the grammatical patterns in a sentence indicate its function as a statement, question,	• (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing.	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing.	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing.	• (Y3) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],	• (Y2) How the grammatical patterns in a sentence indicate its function as a statement, question,	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing.	• (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain	• (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing.

Objectives	fronted adverbials. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y3/4 shared) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • (Y4 terminology for pupils) adverbial.	exclamation or command. • (Y2) Commas to separate items in a list. • (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y3) 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]. • (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after fronted adverbials.	flour, the man in the moon]. • (Y2) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y3) Introduction to inverted commas to punctuate direct speech. • (Y3) 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]. • (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after fronted adverbials. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) 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). • (Y4) The grammatical difference between plural and possessive –s. • (Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. • (Y4 terminology for pupils) pronoun; possessive pronoun.	• (Y2) Commas to separate items in a list. • (Y3) Headings and sub-headings to aid presentation. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) 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). • (Y4) 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]. • (Y3/4 shared) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • (Y4) 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). • (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after fronted adverbials. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	• (Y2) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. • (Y3) 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]. • (Y3/4 shared) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • (Y4) 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). • (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after fronted adverbials. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	• (Y2) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. • (Y3) Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. • (Y3) 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]. • (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after fronted adverbials. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]. • (Y3/4 shared) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • (Y4) 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). • (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after fronted adverbials. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	exclamation or command. • (Y2) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • (Y3) 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]. • (Y3/4 shared) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	• (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y3) 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]. • (Y3/4 shared) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • (Y4) 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). • (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after fronted adverbials. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	flour, the man in the moon]. • (Y4) 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). • Oak poetry content / application (not a statutory Y4 VGP objective): generate and select precise descriptive vocabulary; use sensory vocabulary to create vivid imagery; explore and use similes and personification; select effective nouns, verbs, adjectives and adverbs; explore repetition and refrain; explore rhyme and rhythm purposefully; make deliberate choices about line length, line breaks and free verse structure; consider theme and tone when making language choices.	flour, the man in the moon]. • (Y2) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. • (Y3) 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]. • (Y3/4 shared) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • (Y4) 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). • (Y4) Fronted adverbials [for example, Later that day, I heard the bad news.] • (Y4) Use of commas after fronted adverbials. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	• (Y2) Commas to separate items in a list. • (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y3) 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]. • (Y3) Headings and sub-headings to aid presentation. • (Y3/4 shared) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • (Y4) Use of paragraphs to organise ideas around a theme. • (Y4) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • (Y4) 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).
Spoken language	• listen and respond appropriately to adults and their peers • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes,	• ask relevant questions to extend their understanding and knowledge • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	• listen and respond appropriately to adults and their peers • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic	• ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • give well-structured descriptions, explanations and narratives for different purposes,	• speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • select and use appropriate registers for effective communication • give well-structured	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • give well-structured descriptions, explanations and narratives for different purposes,	• articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others • participate in discussions, presentations, performances, role play,	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • give well-structured descriptions, explanations and narratives for different purposes,	• listen and respond appropriately to adults and their peers • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • give well-structured descriptions, explanations and narratives for different purposes,	• ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for

	including for expressing feelings • speak audibly and fluently with an increasing command of Standard English	• speak audibly and fluently with an increasing command of Standard English • listen and respond appropriately to adults and their peers	and initiating and responding to comments • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates	expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • gain, maintain and monitor the interest of the listener(s) • speak audibly and fluently with an increasing command of Standard English	descriptions, explanations and narratives for different purposes, including for expressing feelings	including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • articulate and justify answers, arguments and opinions	improvisations and debates • select and use appropriate registers for effective communication • gain, maintain and monitor the interest of the listener(s)	including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • gain, maintain and monitor the interest of the listener(s) • participate in discussions, presentations, performances, role play, improvisations and debates	and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • speak audibly and fluently with an increasing command of Standard English	including for expressing feelings • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • participate in discussions, presentations, performances, role play, improvisations and debates	expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • speak audibly and fluently with an increasing command of Standard English
Published Outcomes	A short portal story detailing a transition into an ancient setting. Children's finished portal stories are placed in a simple Year 4 Time Travellers' Archive , with selected stories shared with the parallel class.	An illustrated step-by-step instructional guide: How to Prepare an Egyptian Mummy for the Afterlife. Children publish an illustrated step-by-step How to Prepare an Egyptian Mummy for the Afterlife guide. Finished guides can form a small Egyptologist's Instruction Display for Year 3 or other pupils to browse.	A warning tale featuring a dialogic exchange between two contrasting characters. Children place their finished warning stories into a Restricted Files: Enter at Your Own Risk box in the classroom. Selected stories are drawn out and read during a Year 4 story-sharing session.	An illustrated information guide / field guide about a mythical creature. Children create an information-guide entry for a new mythical creature. Entries are combined into The Riverside Field Guide to Mythical Creatures and made available for Year 3 or peers to browse.	A hero-vs-monster narrative climax scene published in a class story anthology. Children's hero-vs-monster climax scenes are published in a Year 4 Heroes & Monsters anthology for the class reading area.	A recorded video vlog or an illustrated explorer's journal entry. Children create a short recorded explorer vlog , using their written recount as the basis for what they present. Vlogs can simply be watched within Year 4 or exchanged with the parallel class, or shared with families.	A fantasy chapter setting out a quest through a mythical landscape. Children share their completed fantasy chapters with a younger reading-buddy class . A small number can be read aloud by Year 4 pupils; the rest can simply be browsed/read in pairs.	A formal persuasive letter sent to a real-world decision maker. Children write a formal persuasive letter to a genuine decision-maker such as the Headteacher, a member of SLT, local councillor/MP or another appropriate recipient. Letters are put into envelopes and actually delivered or posted .	A multi-chapter wishing story, including purposeful dialogue, bound as a mini-booklet for the reading corner. Finished stories are made into simple mini-books for the class reading corner .	Two free verse poems inspired by John Lyons' poetry, including a weather-themed poem and a poem inspired by Carnival Dance Lesson; one poem published with illustration and performed to an audience. Children produce their original free-verse poems and take part in a short Year 4 Poetry Showcase . This could be a small section of assembly or a simple parent/parallel-class share. Not every child needs to perform publicly; selected pieces can represent the year group.	A suspenseful narrative scene written and recorded for a class audiobook. Selected suspense scenes are recorded to create a Year 4 Suspense Audiobook . Children can listen to one another's recordings in class or the finished collection can be shared with the parallel class.	An illustrated explanation poster or infographic designed for display. Children's finished explanation texts create a small Year 4 Healthy Living Information Point for school visitors/parents. This can simply be a purposeful display of the actual writing in a corridor/classroom
Spelling	National Curriculum – Spelling (Years 3 and 4) Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far											
	Objective: Prefixes & Homophones • Step 1: Homophones — <i>accept, except, knot, not, peace, piece, plain, plane, weather, whether</i> • Step 2: Prefix 'in-' (meaning 'not') — <i>inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible</i> • Step 3: Prefixes 'il-', 'im-', 'ir-' — <i>illegal, illegible, immature,</i>		Objective: Suffixes & French Loan Digraphs • Step 7: Suffixes '-ate' & '-ion' — <i>information, vibration, decoration, donation, population, coronation, detonation, location, generation, illustration</i> • Step 8: Suffixes '-ate' & '-ion' — <i>adoration, admiration, observation, exploration, combination, preparation,</i>		Objective: Suffixes '-ion' & '-ous' • Step 13: Suffix '-ion' — <i>tension, extension, expansion, suspension, comprehension, exclusion, provision, explosion, erosion, invasion</i> • Step 14: Suffix '-ous' — <i>poisonous, venomous, mountainous, enormous, perilous, tremendous, hazardous, jealous, dangerous, herbivorous</i>		Objective: Suffixes & Adverbs of Manner • Step 19: 'au' making /or/ sound — <i>automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience</i> • Step 20: Suffixes '-ate' & '-ion' — <i>invention, injection, action, hesitation, completion, stagnation, nomination, migration, communication, selection</i>		Objective: Homophones & Root Words / Prefixes • Step 25: Homophones — <i>scene, who's, affect, hear, whose, heal, effect, here, heel, seen</i> • Step 26: 'c' before 'i' & 'e' — <i>circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil</i> • Step 27: Root words 'sol' & 'real' — <i>solve, insoluble, real, reality, dissolve, solution, realistic,</i>		Objective: Possessive Plurals & Yearly Revision • Step 31: Challenge Words — <i>guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward</i> • Step 32: Plurals with possessive apostrophes — <i>girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's</i> • Step 33: Revision Words —	

	<i>immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible</i> • Step 4: Prefix 'sub-' — <i>subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway</i> • Step 5: Prefix 'inter-' — <i>interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview</i> • Step 6: Challenge Words — <i>strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe</i>	<i>determination, sensation, duration, registration</i> • Step 9: Ending in '-ly' — <i>sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily</i> • Step 10: Ending in '-lly' — <i>usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally</i> • Step 11: 'ch' making /sh/ sound — <i>chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche</i> • Step 12: Challenge Words — <i>favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous</i>	• Step 15: Suffix '-ous' — <i>courageous, outrageous, nervous, famous, adventurous, advantageous, ridiculous, carnivorous, rapturous, torturous</i> • Step 16: Suffix added to words ending in 'y' — <i>merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness</i> • Step 17: Suffix '-ous' — <i>curious, obvious, serious, nauseous, spontaneous, courteous, furious, various, victorious, gaseous</i> • Step 18: Challenge Words — <i>extreme, although, breath, caught, different, exercise, medicine, thought, business, possession</i>	• Step 21: Suffix '-ion' — <i>expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion</i> • Step 22: Ending in '-ian' — <i>musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, clinician</i> • Step 23: Adverbs of manner — <i>reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously</i> • Step 24: Challenge Words — <i>surprise, separate, group, height, potatoes, though, particular, through, caught, woman</i>	<i>unreal, realisation, soluble</i> • Step 28: Root words 'phon' & 'sign' — <i>signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design</i> • Step 29: Prefixes 'super-', 'anti-', 'auto-' — <i>supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic</i> • Step 30: Prefix 'bi-' — <i>bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect</i>	<i>expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except</i> • Step 34: Revision Words — <i>incorrect, illegible, subject, international, believe, wildly, preparation, coronation, bravely, thoughtfully</i> • Step 35: Revision Words — <i>brochure, famous, tension, penniless, nauseous, different, astronaut, completion, admission, mathematician</i> • Step 36: Revision Words — <i>gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial</i>	
Handwriting	National Curriculum – Handwriting (Years 3 and 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]						
	Introducing diagonal join from p and b to ascender Introducing diagonal join from p and b, no ascender Introducing diagonal join from p and b, no ascender Introducing diagonal join from p and b to an anticlockwise letter Revising parallel ascenders and descenders Break letters Spacing in common exception words Consistent size of letters Relative size of capitals Speed and fluency End of term check		Revising parallel ascenders Revising parallel ascenders and break letters Relative sizes of letters Proportion of letters Spacing between letters Spacing between words Writing at speed Improving fluency Speed and fluency End of term check		Consistency of size Proportion Spacing between letters and words Size, proportion and spacing Fluency: writing longer words Speed and fluency Revising break letters Print alphabet presentation Assessment Capital letters: presentation		
Class Reader	So You Think You’ve Got It Bad? A Kid’s Life in Ancient Egypt Chae Strathie	The Worst Witch Jill Murphy	The Polar Bear Explorers Club Alex Bell	The Thieves of Ostia – Caroline Lawrence	The Velveteen Rabbit Margery Williams	Fitter, Healthier, Happier! : Your Guide to a Healthy Body and Mind Joe Wicks	
Reading	National Curriculum – Reading: ongoing entitlement (Years 3 and 4) Word reading Pupils should be taught to: • 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 • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Reading comprehension Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: • 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 • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination						

	- recognising some different forms of poetry [for example, free verse, narrative poetry] Pupils should be taught to understand what they read, in books they can read independently, by: - 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 - 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 - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - 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					
	So You Think You've Got It Bad? A Kid's Life in Ancient Egypt Talk for Reading focus Ask questions and make predictions to improve understanding. Explain vocabulary in context and explore how an author uses language for effect and humour. Retrieve information accurately. Draw inferences and justify answers with evidence. Read aloud with increasing fluency and expression. National Curriculum objectives - asking questions to improve their understanding of a text - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - retrieve and record information from non-fiction - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - reading books that are structured in different ways and reading for a range of purposes	The Worst Witch Talk for Reading focus Predict what might happen from details stated and implied. Retrieve key information and summarise sections of a text. Infer characters’ feelings and motives and justify these with evidence. Identify themes and conventions. Explore how language and structure contribute to meaning. National Curriculum objectives - 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 - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying themes and conventions in a wide range of books - identifying how language, structure, and presentation contribute to meaning	The Polar Bear Explorers Club Talk for Reading focus Retrieve and explain information. Understand vocabulary in context. Predict and infer using evidence from the text. Identify main ideas and summarise key events. Discuss descriptive language, themes and character development. National Curriculum objectives - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - 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 - identifying main ideas drawn from more than 1 paragraph and summarising these - discussing words and phrases that capture the reader’s interest and imagination	The Thieves of Ostia Talk for Reading focus Retrieve significant details and clues. Infer characters’ thoughts, feelings and motives and justify these with evidence. Predict from details stated and implied. Summarise chapters and key events. Explore themes and how the author creates suspense. National Curriculum objectives - 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 - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying themes and conventions in a wide range of books - discussing words and phrases that capture the reader’s interest and imagination	The Velveteen Rabbit Talk for Reading focus Explain vocabulary in context. Retrieve information and predict from evidence. Infer characters’ feelings, traits and motivations and justify ideas from the text. Identify main ideas and summarise. Explore themes and discuss how descriptive and emotive language affects the reader. National Curriculum objectives - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - 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 - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying themes and conventions in a wide range of books - discussing words and phrases that capture the reader’s interest and imagination	Fitter, Healthier, Happier! Talk for Reading focus Retrieve and record information from non-fiction. Identify main ideas and summarise across sections. Understand and apply subject-specific vocabulary. Ask questions and justify ideas using evidence. Explore how headings, diagrams, layout and organisation support meaning. National Curriculum objectives - retrieve and record information from non-fiction - identifying main ideas drawn from more than 1 paragraph and summarising these - 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 how language, structure, and presentation contribute to meaning