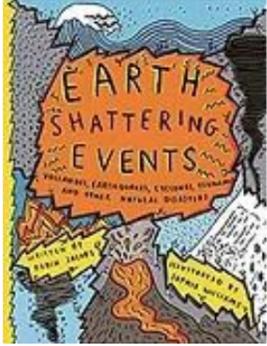
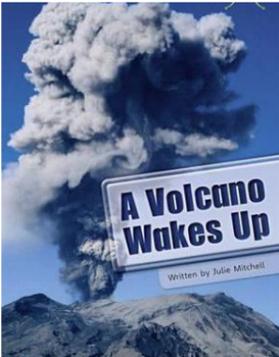
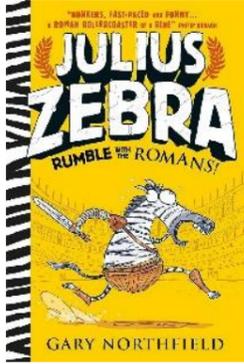
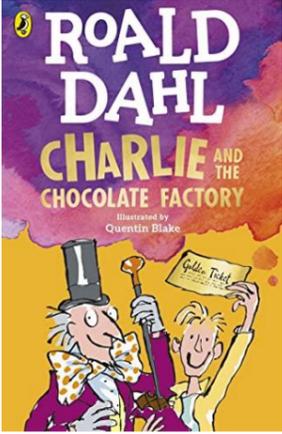
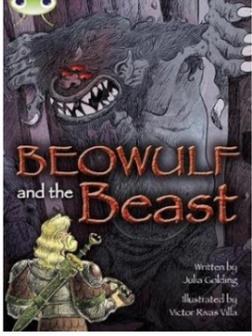
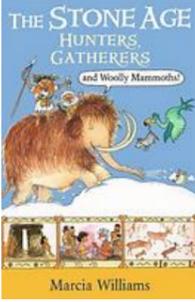
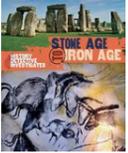
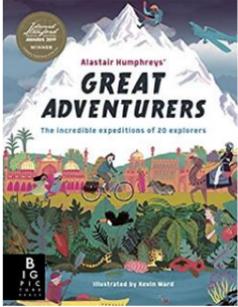
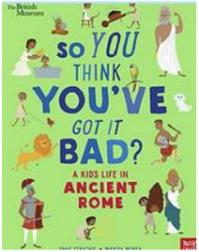
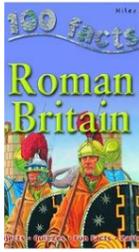
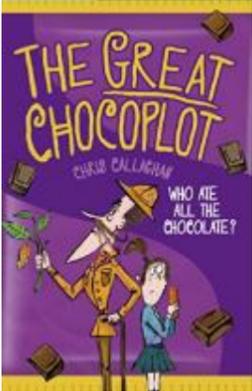
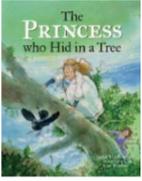
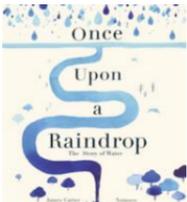


Year 3 and 4 English Curriculum



	Would You Prefer to Live in the Stone Age, Bronze Age or Iron Age?	Why do People Live Near Volcanoes?	Why did the Romans Settle in Britain?	Where does our Food Come From?	How Hard was it to Invade and Settle in Britain?	What are Rivers and How are they Used?
Core Texts		 	 			 
Additional Texts	 		 		 	 
Writing	Narrative – Historical Fiction - Description - Character - Setting Poetry - Kennings	Explanation Text Information Leaflet – How to survive a disaster Diamante poems	Narrative - Humour Diary	Narrative Persuasive Letter	Legend Newspaper Report Non Chronological Report	Discussion Biography

Vocabulary		Year 3		Year 4		Year 3		Year 4		Year 3		Year 4	
GaP	<p>Ready To Write: *Sentence demarcation. *Types of sentences. *Coordination/subordination. *Commas to separate items in a list.</p> <p>*Expanded noun phrases.</p>	<p>Ready To Write: Y3 recap *Sentence demarcation. *Types of sentences. *Coordination/subordination. *Commas to separate items in a list.</p> <p>Noun Phrases *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Pronouns Choosing nouns/pronouns appropriately for clarity and cohesion and avoid repetition. *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Determiners *Use a/an according to whether the next word begins with a vowel/consonant.</p> <p>Paragraphs *Introduction to paragraphs as a way to group related material. *Headings and subheadings to present material.</p>	<p>Determiners *Use a/an according to whether the next word begins with a vowel/consonant.</p> <p>Paragraphs *Introduction to paragraphs as a way to group related material. *Headings and subheadings to present material.</p> <p>End of term Assessment</p>	<p>Adverbs *Using adverbs to express time and cause. *Express time, place and cause using adverbs then, next, soon, therefore.</p>	<p>Fronted Adverbials *Using fronted adverbials. *Using commas after fronted adverbials.</p>	<p>Prepositions *Using prepositions to express time and cause. *Express time, place and cause using prepositions before, after, during.</p> <p>Tenses *Use of the present perfect form of verbs instead of the simple past. *Using the present perfect form of verbs in contrast to the past tense.</p>	<p>Prepositions *Express time, place and cause using prepositions before, after, during, in.</p> <p>Tenses *Use of the present perfect form of verbs instead of the simple past.</p> <p>End of term Assessment</p>	<p>Conjunctions *Extending the range of sentences with more than one clause by using a wider range of conjunctions when/if because/also. *Using conjunctions to express time and cause. *Express time, place and cause using conjunctions when/before/after/while/so.</p> <p>Speech *Introduction to inverted commas to punctuate direct speech.</p>	<p>Conjunctions *Extending the range of sentences with more than one clause by using a wider range of conjunctions when/if because/also. *Express time, place and cause using conjunctions when/before/after/while/so. *Express time, place and cause using adverbs then, next, soon, therefore.</p> <p>Speech *Using and punctuating direct speech. *Use of inverted commas and other punctuation to indicate direct speech</p>	<p>Word Families *Word families based on common words, showing how words are related in form and meaning.</p> <p>Prefixes *Formation of nouns using a range of prefixes, super/anti/auto.</p>	<p>Apostrophes *Indicating possession by using the possessive apostrophe with plural nouns. *The grammatical difference between plural and possessive -s. *Apostrophes to mark plural possession.</p> <p>Suffixes *Spell words with endings sounding like /ʒə/ or /tʃə/ *Spell words with endings which sound like /ʒən/</p> <p>End of term Assessment</p>	
	<p>Terminology pronoun possessive pronoun</p>		<p>Terminology vowel/vowel letter consonant/consonant letter determiner</p>		<p>Terminology preposition. adverbial.</p>				<p>Terminology conjunction clause subordinate clause direct speech inverted commas</p>		<p>Terminology word family prefix</p>		
<p>1. Words with the long /ai/ sound spelt with ei 2. Words with the long /ai/ sound spelt with ey</p>		<p>1. Creating adverbs using the suffix -ly (no change to root word)</p>		<p>1. Words with short /i/ sound spelt with 'y'. 2. Adding suffixes beginning with a vowel er/ed/ing to words with more than one syllable (unstressed last syllable). 3. Adding suffixes beginning with a vowel er/ed/ing to words with</p>		<p>1. Homophones. 2. Homophones. 3. Adding the prefixes bi and re. 4. Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'. 5. Words with a /sh/ sound spelt with 'ch'.</p>		<p>1. Words ending in 'ary'. 2. Words with a short /u/ sound spelt with 'o'. 3. Words with a short /u/ sound spelt with 'ou'. 4. Word families based on common words.</p>		<p>1. Words ending in the suffix 'al'. 2. Words ending with an /zhuh/ sound spelt with 'sure'</p>			

<p>Spelling Y3</p>	<ol style="list-style-type: none"> 3. Words with the long /ai/ sound spelt with ai 4. Words with /ur/ sound spelt with ear 5. Homophones & near homophones 6. Homophones & near homophones 7. Review. 	<ol style="list-style-type: none"> 2. Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) 3. Creating adverbs using the suffix -ly (root word ends in 'le') 4. Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') 5. Creating adverbs using the suffix -ly (exceptions to the rules) 6. Statutory Spelling Challenge Words 7. Review. <p>Y3/4 Statutory Spellings Assessment.</p>	<p>more than one syllable (stressed last syllable). Double the final consonant.</p> <ol style="list-style-type: none"> 4. Creating negative meanings using prefix mis. 5. Creating negative meanings using prefix dis. 6. Words with a /k/ sound spelt with 'ch'. 7. Review. 	<ol style="list-style-type: none"> 6. Statutory Spellings Challenge Words. 7. Review. <p>Y3/4 Statutory Spellings Assessment.</p>	<ol style="list-style-type: none"> 5. Word families based on common words. 6. Word families based on common words. 7. Review. 	<ol style="list-style-type: none"> 3. Words ending with a /chuh/ sound spelt with 'ture' 4. Words ending with a/chuh/ sound spelt with 'ture' 5. Silent letters revision. 6. Review. <p>Y3/4 Statutory Spellings Assessment.</p>
	<ol style="list-style-type: none"> 1. Words ending with /aw/ spelt with 'ough/au'. 2. Adding the prefix 'in'. 3. Adding the prefix 'im'. 4. Adding the prefix 'il' and 'ir'. 5. Homophones and near homophones. 6. Words with 'shun' endings spelt with 'sion'. 7. Review. 	<ol style="list-style-type: none"> 1. Words with a /shun/ sound spelt 'sion'. 2. Words with a /shun/ sound spelt 'ssion'. 3. Words with a /shun/ sound spelt 'tion'. 4. Words with a /shun/ sound spelt 'cian'. 5. Words with 'ough'. 6. Statutory spellings Challenge words. 7. Review. <p>Y3/4 Statutory Spellings Assessment.</p>	<ol style="list-style-type: none"> 1. Homophones and near homophones. 2. Homophones and near homophones. 3. Nouns ending in the suffix 'ation'. 4. Nouns ending in the suffix 'ation'. 5. Adding the prefix 'sub' and 'super'. 6. Pural possessive aposrophes with plural words. 7. Review. 	<ol style="list-style-type: none"> 1. Words ending with the 's' sound spelt 'sc'. 2. Words ending with a soft 'c' spelt 'ce'. 3. Words ending with a soft 'c' spelt 'ci'. 4. Word families based on common words. 5. Word families based on common words. 6. Statutory spellings Challenge words. 7. Review. <p>Y3/4 Statutory Spellings Assessment.</p>	<ol style="list-style-type: none"> 1. Adding the prefix 'inter'. 2. Adding the prefix 'anti.' 3. Adding the prefix 'auto'. 4. Adding the prefix 'ex'. 5. Adding the prefix 'non'. 6. Words ending in 'ar' / 'er'. 7. Review. 	<ol style="list-style-type: none"> 1. Adding the suffix 'ous'. 2. Adding the suffix 'ous'. 3. Adding the suffix 'ous'. 4. Adding the suffix 'ous'. 5. Adverbials of frequency and possibility. 6. Adverbials of manner. 7. Review. <p>Y3/4 Statutory Spellings Assessment.</p>
<p>Common Exception Words Y3</p>	<p>accident, actual, address, answer, appear ,arrive, believe, bicycle breath,</p>	<p>breathe, build, busy, business, calendar, caught ,centre, century.</p>	<p>experiment, extreme, famous, favourite, February, forward, fruit, grammar.</p>	<p>important, interest, island, knowledge, learn, length, library, material, medicine.</p>	<p>ordinary, particular, peculiar, perhaps, popular, position, possess, possible, potatoes.</p>	<p>reign, remember, sentence, separate, special, straight, strange, strength, suppose.</p>

Common Exception Words Y4	certain, circle, complete, consider, continue, decide, describe, different, difficult,	disappear, early, earth, eight, eighth, enough, exercise, experience.	Group, guard, guide, heard, heart, height, history, imagine, increase.	Mention, minute, natural, naughty, notice, occasion, often, opposite.	Pressure, probably, promise, purpose, quarter, question, recent, regular.	surprise, therefore, though, thought, through, various, weight, woman/women.
VIPER Focus (See VIPER Progression)	Vocabulary, Prediction, Retrieval					