



Curdridge Primary School Year 3 and 4 Reading and Writing Overview Cycle A



Love to Read - Learn to Read Love to Write - Learn to Write

Overview based on Hampshire English Team: Progression Guidance – Reading, Writing and Spelling

READING

Love to Read - Learn to Read

Year 3 Reading					Year 4 Reading				
Themes & Conventions		Comprehension	Inference	Language for Effect	Themes & Conventions		Comprehension	Inference	Language for Effect
Make simple links to other known texts or personal experience Show some awareness of the various purposes for reading, e.g. reference books for information and novels or poetry for entertainment Recognise themes in age-appropriate texts, such as the triumph of good over evil Recognise conventions like the use of magical devices in fairy stories and folk tales or the use of first person in diaries Identify presentational devices in non-fiction Identify books set in different culture or historical setting Begin to relate texts to the wider world Draw on growing knowledge of authors	Clarify	Read independently, using known strategies appropriately to establish meaning Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context	Make plausible predictions based on knowledge of the text but not always fully supported through reference to the text	Identify specific language which contributes to the development of meaning	Make relevant links to other known texts or personal experience Use, select and read books structured in different ways for their appropriate purposes Recognise themes in age-appropriate texts, such as bullying Recognise conventions like the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales Recognise the use of appropriate subheadings to guide the reader in non-fiction Identify similarities in themes and conventions across a range of books Make links between texts and to the wider world Draw on growing knowledge of authors	Clarify	Read independently, using known strategies appropriately to establish meaning Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context	Make plausible predictions based on knowledge of the text and begin to justify views by referring to the text	Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and say why they interest them
	Monitor and Summarise	Begin to recognise fact and opinion Show understanding of the main points drawn from more than one paragraph Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text	Discuss the actions of characters making, often, correct inferences but not always fully supported through reference to the text	Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and say why they interest them		Monitor and Summarise	Discuss understanding as it develops and explain the meaning of words in context Recognise fact and opinion Show understanding of the main points drawn from more than one paragraph Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise	Make, predominantly, correct inferences, e.g. inferring characters' feelings, thoughts and motives from their actions, often supporting inferences through reference to the text	Discuss how language used has an effect on the reader
	Select and Retrieve	Use features to locate information, e.g. contents; indices; subheadings Locate information using skimming, scanning and text marking Extract information from age-appropriate texts and make notes using quotation and reference to the text	Explore underlying themes and ideas	Discuss the effect specific language has on the reader		Select and Retrieve	Use features to locate information, e.g. contents; indices; subheadings Locate information using skimming, scanning and text marking Use dictionaries to check the meaning of words they have read Extract information from age-appropriate texts and make notes using quotation and reference to the text	Explore underlying themes and ideas	Discuss how language, structure and presentation are combined to contribute to meaning
	Respond and Explain	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to other Begin to use vocabulary from the text to support responses and explanations		Begin to discuss how language, structure and presentation help the reader understand the text		Respond and Explain	Notice and discuss the author's choice and order of content linked to purpose. For example: <ul style="list-style-type: none"> Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery? 		Begin to discuss the effect that language, structure and presentation have on the reader
Word Reading – Y3 (ongoing, inschool provision and approaches)					Word Reading – Y4 (ongoing, inschool provision and approaches)				
<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read: <ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 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 					<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read: <ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say 				

WRITING

Love to Write - Learn to Write

Year 3 Writing			
Transcription	Handwriting	Composition	Grammar, Punctuation & Spelling
Apply spelling patterns and common exception words, taught so far, within writing	Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined	Composition & Effect Pupils can work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and record them in notes or pictorial form for later use Events or ideas are developed using some appropriate vocabulary. Writing is clear in purpose and incorporates mostly relevant content to inform and interest the audience A viewpoint is established but may not always be consistent or maintained Expansion of detail / events may be supported through vocabulary (technical, vivid language) or through explanation	Compound sentences with co-ordinating conjunctions
See English Appendix 1	Handwriting is legible and consistent in size		Word families for meaning, word class and spelling
Link to HIAS Spelling Pathway document	Writing is appropriately spaced		Expressing time, place and cause using conjunctions, adverbs and prepositions Knowing when to use 'a' and 'an'
		Text Structure & Organisation Organise writing into logical chunks and write a coherent series of linked sentences for each Writing is correctly signposted eg. non-narrative - an appropriate main heading and suitable subheadings; narrative- setting, character and plot Adverbials, connectives and pronouns may link sentences, paragraphs or sections	Homophones and their meanings: bear – bare / pear – pair
			Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound, complex)
		Sentence Structure & Punctuation Appropriate choice of nouns and pronouns create clarity, cohesion and avoid repetition within writing Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists Select appropriate tense for a task with verb forms adapted; some variation of modals to express possibility Pupils can write an increasing range of sentences with more than one clause using conjunctions taught so far Confident and consistent use of inverted commas to punctuate direct speech	Past perfect verb form
			Complex sentences using subordinate conjunctions: when, if, because, although
			Formation of nouns using prefixes
			Inverted commas
			Prefixes to give the antonym: 'im-', 'in-', 'ir-', 'il-'

Year 4 Writing				
Transcription	Handwriting	Composition	Grammar, Punctuation & Spelling	
See English Appendix 1	Pupil can correctly form and join most letters in accordance with the school's agreed style	Composition & Effect Narrative writing interests the reader through the development of a coherent plot, characters and settings Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Related information is clustered logically and engages the reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate) Identifies and uses key organizational features of a shared text in their own writing Pupils can usually and accurately assess the effectiveness of their writing and make improvements Writing is clear in purpose with viewpoint consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) Selects the most relevant information, key vocabulary and most suitable ideas to plan own narrative and non-narrative writing Additional detail and explanation are included	Possessive apostrophes for regular singular and plural nouns	
Link to HIAS Spelling Pathway document			Nouns and pronouns are selected to create cohesion, avoid repetition and achieve clarity	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition
			A wider range of appropriate conjunctions, adverbs and prepositions are used to express time, place and cause, creating cohesion within and between sentences	Prepositions
		Text Structure & Organisation Narrative and non-fiction texts are paragraphed with an appropriately signaled opening and ending Variation in sentence structure includes simple, compound and complex structures	Pupils can proof read and amend their writing checking for, for example, repetitious language, verb/subject disagreement or lapses in tense	
			Pupils can use punctuation, as indicated in English Appendix 2, accurately and consistently	
		Sentence Structure & Punctuation Ranges of subordinating conjunctions are used at the beginning and within the sentences	Pupils can use punctuation, as indicated in English Appendix 2, accurately and consistently	
			Expanded noun phrases	
			Using inverted commas where the speech is preceded by the speaker:	
			Fronted adverbials followed by a comma	
			Specific determiners	
			Informal and formal language	
			Past perfect continuous verb form	

	Autumn Term		Spring Term		Summer Term	
Y3/4 Topic titles	Ancient Egypt	Sound	May the force be with you	The Rainforest	Mysteries of the Maya	William Morris
Links with topic				<ul style="list-style-type: none"> A Rainforest Story – The Great Kapok Tree Information writing – layers of the rainforest 	<ul style="list-style-type: none"> Explanantion text – making chocolate 	<ul style="list-style-type: none"> Non-chronological report – Famous Victorians
English journeys	<p>Text driver – ‘The Disgusting Sandwich’ by Gareth Edwards <i>Instruction writing to a monster pizza.</i></p> <p>Text driver – ‘The Egyptian Cinderella’ by Shirley Climo. <i>Narrative</i></p>	<p>Text driver – ‘Man on the Moon’ (John Lewis advert) <i>Descriptive narrative based on the advert.</i></p>	<p>Text driver – ‘The day the crayons quit’ by Drew Daywalt. <i>Persuasive letter.</i></p>	<p>Text driver – The Great Kapok Tree’ by Lynne Cherry. Text driver - Dk website <i>Non-chronological report about layers of the rainforest.</i></p>	<p>Text driver – ‘The Promise’ by Nicola Davies. <i>Poetry/persuasive leaflet/descriptive opening.</i></p>	
<p>Writing types to be covered</p> <ul style="list-style-type: none"> Narrative Non-fiction writing Diary writing Report writing Non-chronological reports Instruction writing Persuasive writing Poetry 						