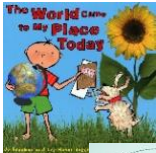
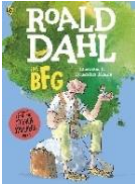


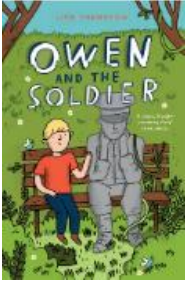


Year 3&4 English Overview

2025-2026

Year 3&4 Texts (Year 3 Writing Outcomes)

	Autumn 1 Extreme Survival	Autumn 2 Tomb Raider	Spring 1 World Kitchen	Spring 2 Meet the Flintstones	Summer 1 Oceania	Summer 2 European Country
Whole class reading text	Meerkat mail by Emily Gravett The diary of a killer cat by Anne Fine	Flat Stanley: The Great Egyptian grave robbery	The world came to my place today by Jo Readman.	BFG by Roald Dahl	The Firework Maker's Daughter	The Iron Man by Ted Hughes
Key Texts	Meerkat mail by Emily Gravett Shackleton's journey by William Grill The Great explorer by Chris Judge   	Ancient Egypt tales of Gods and pharaohs by Marcia Williams Flat Stanley: The Great Egyptian grave robbery  	The world came to my place today by Jo Readman A ticket around the world  	BFG by Roald Dahl Ug by Raymond Briggs  	 	The Iron Man by Ted Hughes  Owen and the Soldier By 
Writing outcome/genres	Meerkat mail by Emily Gravett Character description Letter	Ancient Egypt tales of Gods and pharaohs by Marcia Williams	Poetry Focus – Creative Writing Creative writing about personal connections to food.	BFG by Roald Dahl Adventure narrative Ugg by Raymond Briggs	Balanced argument Information leaflet Travel Guide	Diary in role Newspaper report Adventure narrative

	<p><i>Shackleton's journey by William Grill</i></p> <p>Biography</p> <p><i>The Great explorer by Chris Judge</i></p> <p>Narrative retelling</p>	<p>Non-chronological report</p> <p><i>Flat Stanley: The Great Egyptian grave robbery by Jeff brown</i></p> <p>Diary entry</p> <p>Narrative</p>	<p><i>The world came to my place today by Jo Readman</i></p> <p>Narrative</p> <p><i>A ticket around the world</i></p> <p>Information report about food in different countries, how food is grown and its journey from farm to table.</p>	<p>Instructions</p> <p>Newspaper report</p>		
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Essential Knowledge (National Curriculum) Year 3

Spelling	<ul style="list-style-type: none"> • Adding suffixes including -ation, -ly, -ous • Prefixes un-, dis-, mis-, im-, in-, re-, sub-, inter-, super- • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Spell homophones and near homophones • use the first 2 or 3 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 • year 3 and 4 common exception words
Handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting
Writing-plan	<ul style="list-style-type: none"> • discussing and planning of writing to gain greater understanding and meaning from structure, vocabulary and grammar • discussing and recording ideas
Writing- draft and writing	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Learning how to organise paragraphs around a theme • Develop settings, characters and plot in narratives • Use headings and sub-headings to organise non-chronological writing.
Writing- editing	<ul style="list-style-type: none"> • 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.

Vocabulary Grammar Punctuation	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) • using and punctuating direct speech (i.e. Inverted commas) • using fronted adverbials • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural
Grammatical Terminology	<ul style="list-style-type: none"> • adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), pronoun, adverbial
Reading- word reading	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading-comprehension	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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.

Essential Knowledge (National Curriculum) Year 4

Spelling	<ul style="list-style-type: none"> • Adding suffixes including -ation, -ly, -ous • Prefixes un-, dis-, mis-, im-, in-, re-, sub-, inter-, super- • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Spell homophones and near homophones • use the first 2 or 3 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 • year 3 and 4 common exception words
Handwriting	<ul style="list-style-type: none"> • continue to strengthen abilities to use diagonal and horizontal strokes that are needed to join letters. • Continue to increase the legibility, consistency, and quality of handwriting
Writing-plan	<ul style="list-style-type: none"> • discussing modelled writing that supports planning. Children should continue to understand and learn from its structure, vocabulary and grammar. • discuss, plan and record ideas to support more detailed settings, characters and plots in narrative writing.
Writing- draft and writing	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Continue to organise paragraphs around a theme • Continue to use headings and sub-headings in non-chronological information writing.
Writing- editing	<ul style="list-style-type: none"> • 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.
Vocabulary Grammar Punctuation	<p>The grammatical difference between plural and possessive</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials</p>
Grammatical Terminology	<ul style="list-style-type: none"> • adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), pronoun adverbial, determiner pronouns, possessive pronouns

Reading- word reading	<ul style="list-style-type: none"> • continue to apply 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	<p>Continue to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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.