

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey	Portals through the Ages (Stone Age to Iron Age)		Trash to Treasure (Reduce, Reuse, Recycle)		Japan and The Olympic Games	
Main texts studied	<b>Stone Age Boy</b>  <b>Ug</b>  <b>Supporting Texts:</b> Texts featuring Stone Age creatures The First Drawings Cave Baby The Stone Age: Hunters, Gatherers and Woolly Mammoths * These stories can be read daily to help children learn about the Stone Age and its creatures as we get into the topic	<b>Portal Stories</b> Using a range of quality extracts texts as the stimulus for our writing, including <b>Harry Potter, Alice in Wonderland, The Lion, The Witch and the Wardrobe and The Secret of Platform 13.</b>  Newspaper examples	<b>Litterbug Doug</b>  <b>Varmints</b>	<b>Range of example persuasive letters</b>  <b>Tin Forest</b>		
<b>Reading skills</b>  <b>(ongoing and building on each term)</b>	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	<b>Develop positive attitudes to reading and understanding of what they read by:</b>  listening to and discussing a wide range of fiction, poetry, plays, non-	<b>Develop positive attitudes to reading and understanding of what they read by:</b>  preparing poems and play scripts to read aloud and to perform, showing	<b>Understand what they read, in books they can read independently, by:</b>  checking that the text makes sense to them, discussing their	Retrieve and record information from non-fiction  Participate in discussion about both books that are read to them and those they	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,

	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Checking that the text makes sense to them, discussing their understanding</p> <p>Asking questions to improve their understanding of a text</p>	<p>fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language,</p>	<p>can read for themselves, taking turns and listening to what others say.</p>	<p>taking turns and listening to what others say.</p>
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				structure, and presentation contribute to meaning		
<b>Poetry</b>			A selection of poems from: <b>“Green Poems for a Blue planet”</b>			
<b>Fiction objectives</b>  <b>(ongoing and building on each term)</b>	<b>Stone Age Creatures</b> Design their own Stone Age creature.  Write descriptions  Create an adventure for their creature.  <b>Stone Age Boy</b> Act in role, write diaries  Focus on emotions and senses  Create conversations using speech bubbles  Write narrative scenes  <b>Ug</b> Text features – comic, humour Explore <a href="#">direct speech</a> Use <a href="#">speech punctuation</a>	<b>Portal Stories</b> Write stories with character and setting description  Create suspense  Follow a plot structure  Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  Use sentences of different forms including complex sentence structures with more than one	Discussing and recording ideas using the features of text types which have explicitly taught for a real purpose across the curriculum.  Using increasing range of sentence structures  Progressively building a varied and rich vocabulary	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  Use sentences of different forms including complex sentence structures with more than one clause and a range of conjunctions.  Progressively building a varied and rich vocabulary	Evaluate and edit by:  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,	Evaluate and edit by:  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,

	<p>Write with humour</p> <p>Use <b>conjunctions</b> to explain how inventions work.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure</p> <p>In narratives, use expanded noun phrases to describe settings, characters and plot based on a well-known story</p> <p>Composing and rehearsing sentences orally (including dialogue),</p> <p>Progressively building a varied and rich vocabulary</p>	<p>clause and a range of conjunctions.</p> <p>Progressively building a varied and rich vocabulary</p>		<p>Discussing and recording ideas using the features of text types which have explicitly taught for a real purpose across the curriculum.</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>using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<b>Non-fiction objectives</b>	Create fact files and reports about Stone Age artefacts.	Mantle Letter writing Report writing	Use persuasive devices and language	In non-narrative material, using simple	In non-narrative material, using simple	In non-narrative material, using simple

	<p>Instruction writing – how to build a fire</p> <p>Sentence types</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure</p>	Conjunctions for explanations		organisational such as headings , sub-headings, bulleted lists and diagrams to make information clear to the reader	organisational such as headings , sub-headings, bulleted lists and diagrams to make information clear to the reader	organisational such as headings , sub-headings, bulleted lists and diagrams to make information clear to the reader
<b>Grammar</b> <b>(ongoing and building on each term)</b>	<p>Identifying adjectives, nouns, verbs, adverbs, pronouns</p> <p>Identifying and using verbs written in the past tense</p> <p>Recognising and building noun phrases</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Identifying and using common conjunctions</p>	<p>Expanding noun phrases with prepositions and adjectives.</p> <p>Build suspense and start sentences in different ways using fronted adverbials</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Introduction to paragraphs as a way to group related material</p>	<p>Identifying consonant and vowels</p> <p>Use of the forms a or an</p> <p>Formation of nouns using a range of prefixes</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p>	<p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs</p> <p>Identifying the correct use of punctuation to show direct speech</p>	<p>Word families based on common words</p> <p>Identifying subordinate clauses</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p> <p>Using paragraphs as a way to group related material</p> <p>Identifying subordinate clauses</p> <p>Constructing sentences using a range of clauses</p>

Year 3  
English Overview

<b>Punctuation</b>  (ongoing and building on each term)	Full stops, capital letters, question marks, exclamation marks	Full stops, capital letters, question marks, exclamation marks  Speech marks  Comma in a list	Full stops, capital letters, question marks, exclamation marks  Speech marks, and commas in lists  Commas to denote fronted adverbial phrases	Full stops, capital letters, question marks, exclamation marks  Speech marks, and commas in lists  Commas to denote fronted adverbial phrases  Commas use to correctly denote subordinate clauses	Full stops, capital letters, question marks, exclamation marks  Speech marks, and commas in lists  Commas to denote fronted adverbial phrases  Commas use to correctly denote subordinate clauses	Full stops, capital letters, question marks, exclamation marks  Speech marks, and commas in lists  Commas to denote fronted adverbial phrases  Commas use to correctly denote subordinate clauses
<b>Spelling</b>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Revise suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</li> <li>Revise prefix 'un-' Teach prefix 'dis'</li> <li>From Year 2: Apostrophes for contractions</li> <li>Strategies for learning words: Words from statutory and personal spelling lists</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Revise suffixes and prefixes</li> <li>Revise homophones</li> <li>Teach prefixes 'mis-' and 're-'</li> <li>Strategies for learning words: words from statutory and personal spelling lists</li> <li>The /ɪ/ sound spelt 'y'</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant</li> <li>Teach Prefixes 'sub-' and 'tele-'</li> <li>Practise From Year 2: apostrophe for contraction</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Strategies at the point of writing: Have a go Elements from the previous half term that require practice</li> <li>Teach Prefixes 'super-' and 'auto-'</li> <li>Teach Strategies at</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Revise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and 'ly') and use dictation</li> <li>Teach Suffix '-ly' with root words ending in 'le' and 'ic'</li> </ul>	<b>Spelling</b> <ul style="list-style-type: none"> <li>Revise all statutory spellings from other terms</li> <li>Teach The /ʌ/ sound spelt 'ou'</li> <li>Teach new homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</li> </ul>

Year 3

English Overview

	<ul style="list-style-type: none"> <li>• Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</li> <li>• Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</li> </ul>	<ul style="list-style-type: none"> <li>• Proofreading</li> <li>• Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn Strategies for learning words: words from statutory and personal spelling lists</li> <li>• Teach Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure')</li> <li>• Revise suffixes '-ness' and 'ful'</li> <li>• Teach suffixes 'less' and 'ly'</li> </ul>	<p>the point of writing: homophones</p> <ul style="list-style-type: none"> <li>• Revise Proofreading</li> <li>• Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)</li> </ul>	<ul style="list-style-type: none"> <li>• Revise From Year 2: Apostrophes for contractions</li> <li>• Strategies for learning words: words from statutory and personal spelling lists</li> <li>• Teach Rare GPCs (/ɪ/ sound)</li> <li>• Revise From Years 1 and 2: vowel digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for learning words: words from statutory and personal spelling lists</li> <li>• Revise aspects of spelling from other terms which have still not been grasped</li> </ul>
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