

	The Romans	Dragonology	Wonderful Worcester	Blue Abyss	Fashion since 1066	The Olympics
Texts studied	Escape from Pompeii – Christina Balit	Dragonology Tell me a dragon – Jackie Morris (for poetry focus).	Oliver Twist (Playscript) Charles Dickens	Flotsam – David Weisner	Journey, Quest and Return Trilogy – Aaron Becker	The Hundred Mile an hour Dog goes for gold – Jeremy Strong
Reading Themes to be explored	Reading books that are structured in different ways and reading for a range of purposes.	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 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.	Reading books that are structured in different ways and reading for a range of purposes.	Reading books that are structured in different ways and reading for a range of purposes.
Continuous Reading skills	Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 • discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by: <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 					
Writing Genres	Setting description Non-chronological report Diary entry Story ending narrative.	Newspaper report. Poetry Instructions Description of dragon.	Explanation Play script Leaflet/brochure	Narrative with dilemma. Setting description. Letter linked to pollution. Persuasive advert	Diary entry Narrative Poetry	Speech/Campaign (Where to hold the Olympics) Non-chronological report Instructions
Punctuation/Grammar focus	Use apostrophes to mark plural possession e.g. the girl's name, the girls' names Use of commas after fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Apostrophes for contraction Understand the following terminology: determiner.	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use of inverted commas and other punctuation to indicate direct speech Use of commas after fronted adverbials	Use of inverted commas and other punctuation to indicate direct speech Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apostrophes to mark plural possession Use the present perfect form of verbs instead of the simple past e.g. He has gone	Apostrophes to mark plural possession Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Noun phrases expanded by the addition of modifying	Apostrophes to mark plural and single possession The grammatical difference between plural and possessive –s Use of inverted commas and other punctuation to indicate direct speech Understand the following terminology: adverbial.	Use of inverted commas and other punctuation to indicate direct speech Relative clauses. Use of commas after fronted adverbials Apostrophes to mark plural and singular possession



		<p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p> <p>Understand the following terminology: pronoun</p>	<p>out to play contrasted with He went out to play</p> <p>Understand the following terminology: pronoun</p>	<p>adjectives, nouns and preposition phrases</p> <p>Use of commas after fronted adverbials</p> <p>Understand the following terminology: possessive pronoun</p>		
Spelling focus	<p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Spell homophones: accept/except. Affect/effect. Bawl/ball</p> <p>Understand and add suffixes -ation, -ous</p>	<p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Use the prefixes in-, im-, il-, i-r</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable (ing, er, en, ed)</p>	<p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Proofreading</p> <p>Prefixes – anti and inter</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician</p> <p>Spell homophones: bury/berry. Knot/not. Medal/meddle.</p>	<p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p> <p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Spell homophones: missed/mist. Rain/reign/rein.</p>	<p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</p> <p>Word endings – cian – sion –tion and –ssion.</p> <p>Spell homophones: seen/scene. Weather/whether. Whose/who’s</p>	<p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Suffix – ous</p> <p>Proofreading</p> <p>Use the prefixessub-, inter-, super-, anti-, auto-</p> <p>Suffix –ly added to words ending in ‘y’ ‘le’ and ‘ic’</p>