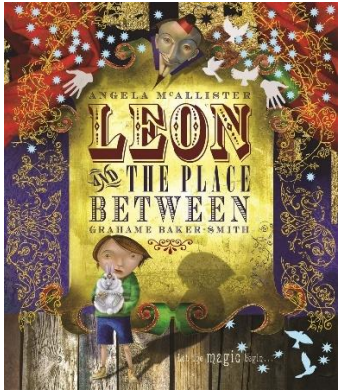
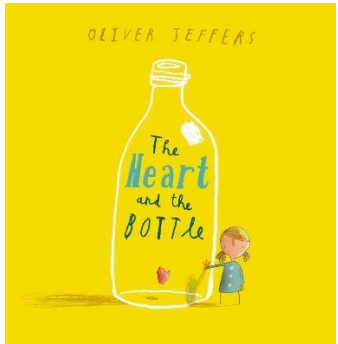
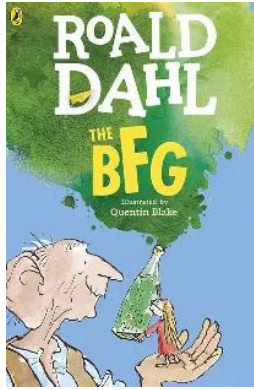
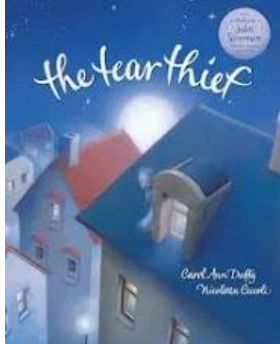
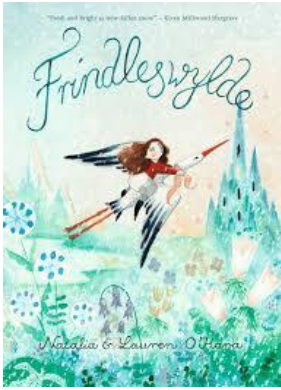
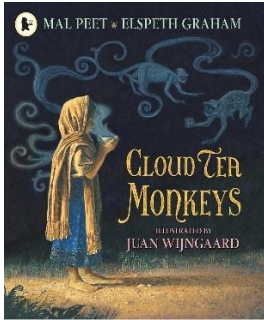
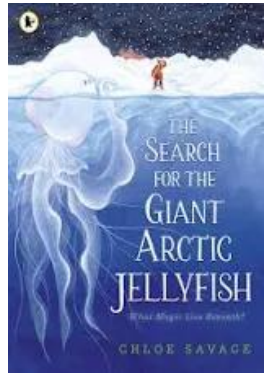
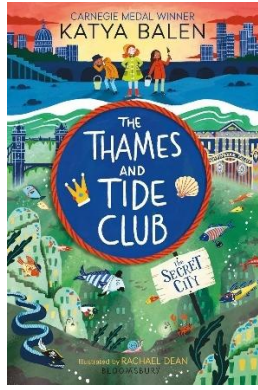
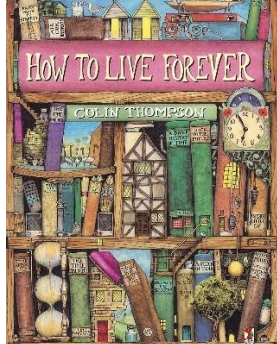
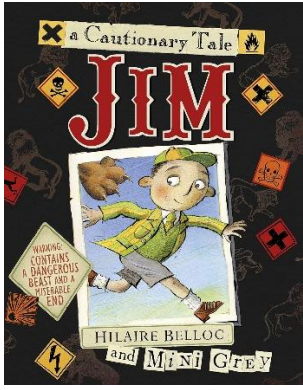
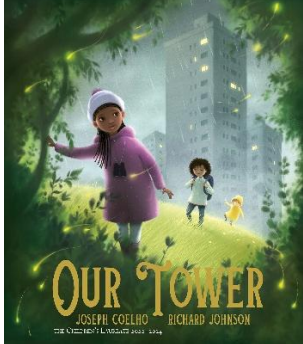
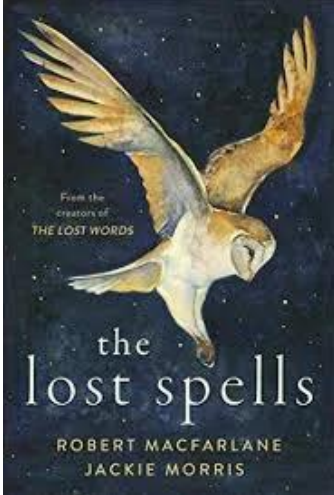
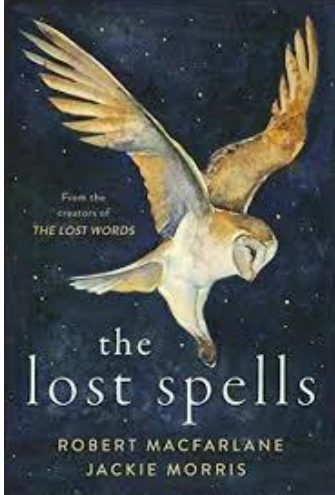
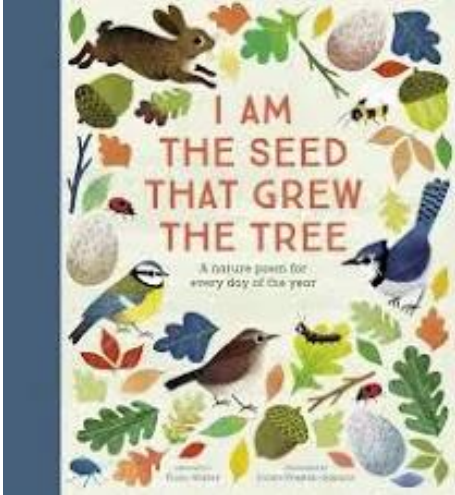


Year 3&4 Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Magic and wonder	Theme: Dreams and desires	Theme: Hope and healing	Theme: Strength and endurance	Theme: From mystery to discovery	Theme: Pride and downfall
 	 	 	 	 	 
Book 1: Leon and the Place Between – Angela McAllister Book 2: The Heart and the Bottle – Oliver Jeffers	Book 1: The BFG – Roald Dahl Book 2: The Tear Thief – Carol Ann Duffy	Book 1: Frindleswylde - Natalia O'Hara and Lauren O'Hara Book 2: The Last Garden - Rachel Ip and Anneli Bray	Book 1: Cloud Tea Monkeys – Mal Peet Book 2: The Search for the Giant Arctic Jellyfish - Chloe Savage	Book 1: The Thames and Tide Club - Katya Balen Book 2: How to Live Forever - Colin Thompson	Book 1: Jim, A Cautionary Tale - Hilaire Belloc & Mini Grey Book 2: Our Tower - Joseph Coelho and Richard Johnson
Book 1: Fiction - Fantasy narrative Book 2: Fiction - Dilemma narrative	Book 1: Fiction – Dreams and curiosity Book 2: Fiction – Dreams and desires	Book 1: Fiction – Darkness and Light Book 2: Fiction – Hope and healing	Book 1: Fiction - Fantasy narrative Book 2: Fiction – Hope and Resilience	Book 1: Fiction – From mystery to discovery Book 2: Fiction – Hope and Resilience	Book 1: Fiction -Confidence & caution Book 2: Fiction – Pride & downfall

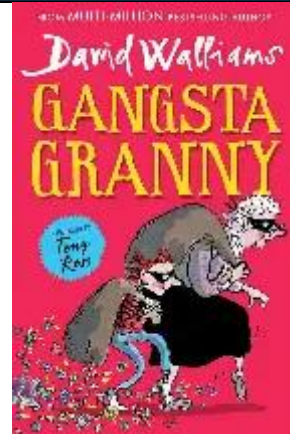
Fiction Writing Outcomes					
Book 1: Persuasive writing, performance reviews, setting description, thought bubbles / diary entry, dialogue Book 2: Dialogue, postcard, character description, diary entry, poetry, letter of advice	Book 1: Recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), letters Book 2: Shared poem, diary entry, persuasive poster, letter of explanation, discussion, Newspaper article	Book 1: Narrative sequel, Letters, voting slips, dialogue, poetry, birds-eye view descriptions, persuasive speeches Book 2: Own version extended narrative, setting descriptions, advertisement/poster, retelling, instructional flyer, online response, dialogue	Book 1: Non-chronological report, descriptive passages, writing in role, 'how to' guides (instructions), letters, discussions Book 2: Non-chronological report Expedition proposals, persuasive letters, letters, diary entries, poetry, speech bubbles	Book 1: Own version fantasy narrative, persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue Book 2: Prequel, Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning	Book 1: Narrative poem, warning poster, warning announcement, alternative ending, performance poetry, letter of apology Book 2: Extended fantasy narrative, poems, setting descriptions, diary entries, dialogue, letters of thanks
Non-Fiction Writing Outcomes					
Book 1: Persuasive poster Book 2: Letter of advice	Book 1: Diary entry (recount) Book 2: Newspaper article	Book 1: Letters and persuasive speeches Book 2: Advertisement/poster and instructional flyer	Book 1: Non-chronological report and 'how to' guide (instructions) Book 2: Non-chronological report and diary entries	Book 1: Weather reports Book 2: Letters of warning	Book 1: Warning poster and letter of apology Book 2: Diary entries and letters of thanks
Poetry Writing Outcomes					
Pupils should be taught to understand what they read by: 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 Pupils should demonstrate understanding of what they read, in books they can read independently, by: 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		Pupils should be taught to understand what they read by: 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 Pupils should demonstrate understanding of what they read, in books they can read independently, by: 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		Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 Understand both the books that they can already read accurately and fluently and those that they listen to by: asking questions to improve their understanding of a text	

identifying main ideas drawn from more than one paragraph and summarising these		identifying main ideas drawn from more than one paragraph and summarising these		retrieve and record information from non-fiction	
identifying how language, structure, and presentation contribute to meaning		identifying how language, structure, and presentation contribute to meaning		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	
GPS Outcomes					
Book 1: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials Using and punctuating direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Book 2: Use of the present perfect form of verbs instead of the simple past	Book 1: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Book 2: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense	Book 1: Expressing time, place and cause using conjunctions, adverbs or prepositions Use of paragraphs to organise ideas around a theme Use of inverted commas and other punctuation to indicate direct speech Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Book 2: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expressing time, place and cause using conjunctions [for example, when, before, after,	Book 1: Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Beginning to use paragraphs as a way to group related material Headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Book 2: Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because) Uses headings and sub-headings to aid presentation	Book 1: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to inverted commas to punctuate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech Book 2:	Book 1: Expressing time, place and cause using conjunctions and adverbs [if and then] Relative clauses beginning with who, whose, which or that (Y5) Use fronted adverbials for time, place and manner, e.g. later that day. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Book 2: Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore] Introduction to paragraphs as a way to group related material Use of the present perfect form of verbs instead of the simple past [for example, He has gone

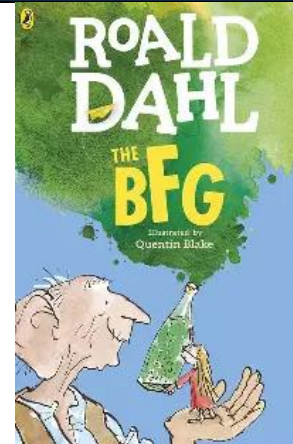
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Word families based on common words, showing how words are related in form and meaning Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], Using commas after fronted adverbials Using and punctuating direct speech	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech	while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials Using and punctuating direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Uses the present perfect form of verbs instead of the simple past (e.g. He has gone out to play)	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to inverted commas to punctuate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of inverted commas and other punctuation to indicate direct speech	out to play contrasted with He went out to play] Introduction to inverted commas to punctuate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (Year 4) Fronted adverbials [for example, Later that day, I heard the bad news.] (Year 4)
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Whole Class Guided Reading Texts		
Individualised reading books per pupil, allocated according to their individual reading ability.	Individualised reading books per pupil, allocated according to their individual reading ability.	Individualised reading books per pupil, allocated according to their individual reading ability.
Poetry Guided Reading Texts		
 The Lost Spells by Robert MacFarlane and Jackie Morris	 The Lost Spells by Robert MacFarlane and Jackie Morris	 I am the Seed that Grew the Tree by Fiona Waters and Frann Preston-Gannon

Whole Class Story Time



Gangsta Granny by David Walliams



The BFG by Roald Dahl



The Poet's Dog by Patricia MacLachlan



The White Fox by Jackie Morris



Mr Penguin and the Lost Treasure by Alex T. Smith



Two Weeks with the Queen by Morris Gleitzman