

Christopher Rawlins CE Primary School
 English Long-term Overview Y3/4
 Core Texts and Writing and Grammar progression



| Phase | | Autumn | | Spring | | Summer | |
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| Y3/4 | Theme | Portals Stone Age | | Power of Nature Disasters | | Heroes and Villains | |
| | Core Text | Leon and the Place Between The Secret Lake Lion Witch and Wardrobe. | Green Candles The Crows tale | Last Bear The Promise | The Flood We travel so far The rhythm of the Rain. Hurricane | Inside the Villains. True Stories of Three Little Pigs | The Dark The Firework makers daughter. |
| | Genres | Portal story | Newspaper reports Diary entry | Portal story Tourist leaflet | Recounts Explanation Story innovation | Flashback linked to main character Dilemma stories | Before and after eye witness accounts Diary of events as they unfold Persuasive writing Advert E books |
| | Poetry | | The sun is Laughing | Dear March Bob Cox | The Wind | | |

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| | Enrichment writing | Descriptive writing of events The rabbits story! Diary account • Oral presentation of magic trip Advert persuading people to come to the magic show | Describing settings | Instructions | Explore portal themes Police investigation | Letter of application for a job | Explanation Biography |
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Writing Progression of Skills

Sources: National Curriculum

| | Year 3 | Letter formation/ Handwriting | use the diagonal and horizontal strokes needed to join letters. | Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | | | |
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| | Year 4 | Letter formation/ Handwriting | Use the diagonal and horizontal | Continue to Increase the legibility, | | | |

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| | | | <p>strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.</p> | <p>consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> | | | |
| | Year 3 | Planning Drafting and Editing | <p>Use ideas from their own reading and modelled examples to plan their writing.</p> | <p>Begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements –</p> | <p>Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).</p> | | |
| | Year 4 | Planning Drafting and Editing | <p>compose and rehearse sentences orally (including</p> | <p>consistently organise their writing into paragraphs around a theme</p> | <p>correcting errors in grammar, punctuation and spelling and adding nouns/</p> | | |

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| | | | dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. | to add cohesion and to aid the reader. | pronouns for cohesion | | |
| | Year 3 | Audience Purpose and Structure | demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. | use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). | make deliberate, ambitious word choices to add detail. create settings, characters and plot in narratives. | begin to use dialogue to convey a character. | create settings, characters and plot in narratives. |
| | Year 4 | Audience Purpose and Structure | write a range of narratives and nonfiction pieces using a consistent and | write a range of narratives that are well-structured and well-paced. | create detailed settings, characters and plot in narratives to engage the | use dialogue to convey a character and to start to advance the action. | |

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| | | | appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc) | | reader and to add atmosphere. | | |
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 Grammar Progression of Skills
 Sources: National Curriculum



| | Year 3 | Word | Sentence | Text | Punctuation | Terminology | |
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| | | Formation of nouns using a range of prefixes, such as super-, anti-, auto. Use of forms a or an according to whether the next word begins with a | Expressing time , place and cause using conjunctions (for example, when, so, before, after, while, because] adverbs [for | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs instead of the simple past [for | Introduction to inverted commas to punctuate direct speech | Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks' | |

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| | | consonant or a vowel (e.g. 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] | example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of | example, He has gone out to play contrasted with He went out to play] | | | |
| | Year 4 | <p>Word</p> <p>The grammatical difference between plural and possessive – s Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did</p> | <p>Sentence</p> <p>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</p> | <p>Text</p> <p>Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> | <p>Punctuation</p> <p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”]</p> | <p>Terminology</p> <p>Determiner pronoun, possessive pronoun adverbial</p> | |

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| | | instead of I done) | adverbials (e.g. Later that day, I heard the bad news.) | | Apostrophes to mark plural possession [for example, the girl's name, the girls' name] The use of commas after fronted adverbials | | |
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