

## St Mary's English Curriculum - Lower Juniors (Year 3 and 4) Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry	n/a	n/a	n/a	Poetry (The River)	n/a	Poetry (I asked the boy who couldn't see)
Fiction	Adventure (The BFG) Book week (Flotsam)	Adventure (The Secret of Black Rock)	Story (Stone Age Boy)	n/a	Traditional tale (Aladdin and the Enchanted Lamp)	n/a
Non fiction	n/a	n/a	Non-chronological report (Skeletons and muscles)	Diary (The journal of Iliona-a Roman slave)	Instructions (My strong mind)	Explanation (How a robot dog works)

<b>Grammar and punctuation</b>	<p><b>Word</b> Nouns verbs adjectives prepositions</p> <p><b>Sentence</b> 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)</p> <p><b>Punctuation</b> Inverted commas to punctuate direct speech.</p> <p><b>Text</b> Headings and Subheadings Revise verb tenses (past, present and future) and avoiding confusion within texts.</p>	<p><b>Word</b> Adverbs Adverbials Conjunctions</p> <p><b>Sentence</b> Simple and compound sentences Use conjunctions to express time or cause (because, due to, as a result of, next then) Use adverbs to modify verbs.</p> <p><b>Punctuation</b> Revise punctuation for omission and possession</p> <p><b>Text</b> Using present perfect tense instead of simple past</p>	<p><b>Word</b> Prepositions Determiners including a and an</p> <p><b>Sentence</b> Using adverbs, adverbials and prepositions to express time, place and cause. Sentence types: Statement Command Question Exclamation</p> <p><b>Punctuation</b> Apostrophes to mark plural possession.</p> <p><b>Text</b> Use of paragraphs to organise ideas around a theme.</p>	<p><b>Word</b> Pronouns including possessive pronouns. Grammatical difference between plural and possessive - s</p> <p><b>Sentence</b> Fronted adverbials (e.g Later that day, I heard the bad news)</p> <p><b>Punctuation</b> Using commas after fronted adverbials.</p> <p><b>Text</b> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Word</b> Conjunctions</p> <p><b>Sentence</b> Complex sentences Extending the range of sentences with more than one clause by using a wider range of conjunction including when, if, because, although</p> <p>Manipulating the position of a subordinate clause within a sentence</p> <p><b>Punctuation</b> Use and punctuate direct speech. It and it's</p> <p><b>Text</b> Present progressive and past progressive tenses</p>	<p><b>Word</b> Revise terminology</p> <p><b>Sentence</b> Review sentence structure over the year</p> <p><b>Punctuation</b> Revise punctuation development</p> <p><b>Text</b> Revise all elements.</p>
<b>Spelling</b>	<p>-ure word ending (measure)</p> <p>Possessive apostrophe with singular nouns</p> <p>Homophones</p> <p>Y2/3/4 Wordlist (10 words)</p>	<p><u>Prefixes</u> in-, il-, im-, ir-</p> <p>ei, eigh, ey u spelt ou (trouble) sh spelt ch (machine)</p> <p>Adding -ing, -er, -en, -ed suffixes</p> <p>Y3/4 Wordlist (20 words)</p>	<p>g spelt gu (guess)</p> <p>-ture word ending (nature)</p> <p>Homophones</p> <p>Possessive apostrophe with plurals</p> <p>Y3/4 Wordlist (20 words)</p>	<p><u>Prefixes</u> Anti- and inter-</p> <p>-cian (magician), -sion (explosion), -tion (fraction) and -ssion (mission) word endings</p> <p>Y3/4 Wordlist (20 words)</p>	<p>s spelt sc (science)</p> <p>-sion (conclusion) word endings</p> <p>Homophones</p> <p>Possessive apostrophe with singular and plural nouns</p> <p>Y3/4 wordlist</p>	<p><u>Suffixes</u> -ous (mountainous)</p> <p>-ly added to words ending in y (greedily), le (gently) and ic (dramatically)</p> <p><u>Prefixes</u> un-, dis-, in-, re-, sub-, inter-, super-, anti-, auto-</p>
<b>Reading Focus</b>	The BFG	Coming home	Rushing Rivers by Kingfisher	I was a Rat by Philip Pullman	There's a Boy in the Girls' Bathroom by Louis Sachar	King of the Sky by Nicola Davies

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Use knowledge to read further exception words,</li> <li>• read and discuss a wide range of fiction, poetry and non-fiction.</li> <li>• use dictionaries to check the meaning.</li> <li>• retell some stories orally.</li> <li>• identifying themes and conventions</li> <li>• prepare poems and play scripts to read aloud and to perform.</li> <li>• discuss words and phrases that capture the imagination.</li> <li>• recognise a variety of forms of poetry.</li> <li>• Check own understanding of reading.</li> <li>• drawing inferences and justifying inferences with evidence</li> <li>• making predictions</li> <li>• identify and summarise main ideas.</li> <li>• identify how language, structure, and presentation contribute to meaning.</li> <li>• retrieve and record information from non-fiction books.</li> <li>• discuss books read with others.</li> </ul>					

## St Mary's English Curriculum - Lower Juniors (Year 3 and 4) Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Poetry</b>	n/a	Kennings Magic Box (list) poetry	Coming home (narrative poem)	n/a	n/a	Poetry
<b>Fiction</b>	Fairy tales (Jack and the Beanstalk) Myths and Legends (Beowulf) characterisation	Narrative writing		Journey (picture book) (National oak Y3 4week plan) The Magic Paintbrush (Chinese traditional tale)	The Firework Maker's Daughter by Phillip Pullman	Narrative writing

<b>Non fiction</b>	Non chronological Report Dictionaries and Thesauruses	Instruction writing (link to DT)	Letter – link to PSHE & goals Explanation - Street Beneath My Feet		Letter (RE link – Faith & culture fortnight) Diaries	
<b>Grammar and punctuation</b>	<p><b>Word</b> Nouns verbs adjectives prepositions</p> <p><b>Sentence</b> 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)</p> <p><b>Punctuation</b> Inverted commas to punctuate direct speech.</p> <p><b>Text</b> Headings and Subheadings Revise verb tenses (past, present and future) and avoiding confusion within texts.</p>	<p><b>Word</b> Adverbs Adverbials Conjunctions</p> <p><b>Sentence</b> Simple and compound sentences Use conjunctions to express time or cause (because, due to, as a result of, next then) Use adverbs to modify verbs.</p> <p><b>Punctuation</b> Revise punctuation for omission and possession</p> <p><b>Text</b> Using present perfect tense instead of simple past</p>	<p><b>Word</b> Prepositions Determiners including a and an</p> <p><b>Sentence</b> Using adverbs, adverbials and prepositions to express time, place and cause. Sentence types: Statement Command Question Exclamation</p> <p><b>Punctuation</b> Apostrophes to mark plural possession.</p> <p><b>Text</b> Use of paragraphs to organise ideas around a theme.</p>	<p><b>Word</b> Pronouns including possessive pronouns. Grammatical difference between plural and possessive - s</p> <p><b>Sentence</b> Fronted adverbials (e.g Later that day, I heard the bad news)</p> <p><b>Punctuation</b> Using commas after fronted adverbials.</p> <p><b>Text</b> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Word</b> Conjunctions</p> <p><b>Sentence</b> Complex sentences Extending the range of sentences with more than one clause by using a wider range of conjunction including when, if, because, although Manipulating the position of a subordinate clause within a sentence</p> <p><b>Punctuation</b> Use and punctuate direct speech. It and it's</p> <p><b>Text</b> Present progressive and past progressive tenses</p>	<p><b>Word</b> Revise terminology</p> <p><b>Sentence</b> Review sentence structure over the year</p> <p><b>Punctuation</b> Revise punctuation development</p> <p><b>Text</b> Revise all elements.</p>

<b>Spelling</b>	<u>Prefixes</u> Un dis  <u>Suffixes</u> s', '-es', '-ed', ing, er  ei (vein) eigh (eight) aigh (straight) ey (they)  Homophones  Apostrophes for Contractions  Y3/4 Wordlist (20 words)	<u>Prefixes</u> mis, re  <u>Suffixes</u> 'less' and 'ly'  i spelt y (gym, myth, pyramid) g spelt gue (fatigue, catalogue) k spelt que (antique, unique)  Homophones  Apostrophes for Contractions  Y3/4 Wordlist (20 words)	<u>Suffixes</u> -ness and -ful following a consonant (revision) -less and -ly  <u>Prefixes</u> sub- and tele-  sh spelt ch (chef) sh spelt s (sure), sh spelt ss (mission)  Homophones  Apostrophes for Contractions  Y3/4 Wordlist (20 words)	<u>Prefixes</u> super- and auto-  'k' spelt ch (school, echo, Christmas)  Homophones  Y3/4 Wordlist (20 words)	<u>Suffixes</u> Revision of previous suffixes -ly with root words ending in le and ic (magically)  Apostrophes for Contractions  Y3/4 Wordlist (20 words)	'u' spelled ou  Homophones  Revision of previous spellings
<b>Reading Focus</b>	Into the Forest by Anthony Browne	Reading for pleasure	Hidden Depths: Exploring the Deep by Chloe Rhodes	Mulan by Michaela Morgan	The Firework Maker's Daughter by Phillip Pullman	The suitcase kid by Jacqueline Wilson
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Use knowledge to read further exception words,</li> <li>• read and discuss a wide range of fiction, poetry and non-fiction.</li> <li>• use dictionaries to check the meaning.</li> <li>• retell some stories orally.</li> <li>• identifying themes and conventions</li> <li>• prepare poems and play scripts to read aloud and to perform.</li> <li>• discuss words and phrases that capture the imagination.</li> <li>• recognise a variety of forms of poetry.</li> <li>• Check own understanding of reading.</li> <li>• drawing inferences and justifying inferences with evidence</li> <li>• making predictions</li> <li>• identify and summarise main ideas.</li> <li>• identify how language, structure, and presentation contribute to meaning.</li> <li>• retrieve and record information from non-fiction books.</li> <li>• discuss books read with others.</li> </ul>					