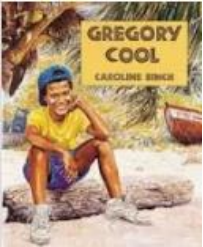

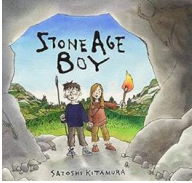


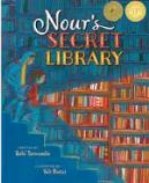
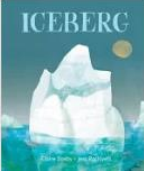
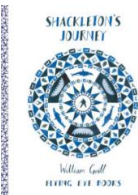

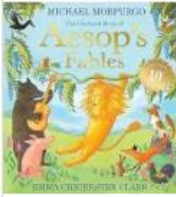
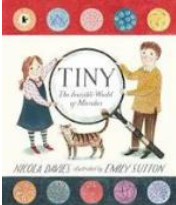

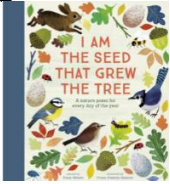

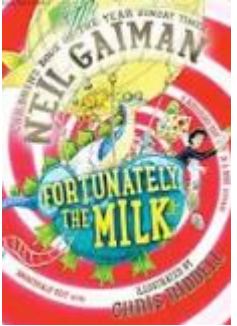
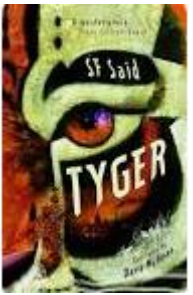


## Year 3 and 4 Long Term Overview Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Establish reading levels and needs through Bug Club, 1:1 reading and miscue analysis</p> <p><b>Whole class teaching text:</b> Gregory Cool by Caroline Binch <b>Fiction</b> <b>Theme – loneliness and friendship</b></p>  <p>The Street Beneath My Feet by Charlotte Guillain <b>Non-Fiction</b> <b>Theme – curiosity and discovery</b></p> 	<p><b>Whole class teaching text:</b> Stone Age Boy by Satoshi Kitamura <b>Fiction</b> <b>Theme – past and present</b></p>  <p>Find Peace in a Poem <b>Poetry</b></p>  <p>The Tunnel by Anthony Brown <b>Fiction</b> <b>Theme – fear and courage</b></p> 	<p><b>Whole class teaching text:</b> Nour's Secret Library by Wafa Tarnowska <b>Fiction</b> <b>Theme - hope</b></p>  <p>ICEBERG by Claire Saxby <b>Narrative Poem</b> <b>Theme - change</b></p>  <p>Shakleton's Journey by William Grill <b>Non-fiction</b> <b>Theme – perseverance and determination</b></p> 	<p><b>Whole class teaching text:</b> The Iron Man by Ted Hughes <b>Fiction</b> <b>Theme - misunderstanding</b></p>  <p>Aesop's Fables by Michael Morpurgo <b>Fiction</b> <b>Theme – Right and wrong</b></p>  <p>TINY The Invisible World of Microbes by Nicola Davies <b>Non-fiction</b> <b>Theme – health and hygiene</b></p> 	<p><b>Whole class teaching text:</b> Aquila by Andrew Norriss <b>Fiction</b> <b>Theme – responsibility and friendship</b></p>  <p>I am the Seed That Grew The Tree by Fiona Waters and Fran Preston-Gannon <b>Non-Fiction</b> <b>Theme – Growth and change</b></p>  <p>Granny Came Here on The Empire Windrush by Patrice Lawrence <b>Fiction</b> <b>Theme – migration and belonging</b></p> 	<p><b>Whole class teaching text:</b> Fortunately, the Milk by Chris Riddell <b>Fiction</b> <b>Theme – power of story</b></p>  <p>Tyger by SF Said <b>Fiction</b> <b>Theme - freedom</b></p> 

Autumn Term Teaching Focus	Spring Term Teaching Focus	Summer Term Teaching Focus
<b>Word reading</b> (Year 3) Use phonic knowledge to decode quickly and accurately. (Year 4) Apply a growing knowledge of root words, prefixes, suffixes, both to read aloud and to understand the meaning of new words.	<b>Word Reading</b> (Year 3) Apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. (Year 4) Read 3/4 statutory words, noting unusual correspondences between spelling and sound.	<b>Word Reading</b> (Year 3) Read Year 3/4 statutory words, noting unusual correspondences between spelling and sound, and where these occur in the word. (Year 4) Read 3/4 statutory words, noting unusual correspondences between spelling and sound, and where these occur in the word.
<b>Fluency</b> (Year 3) Read aloud taking notice of some punctuation and how this helps fluency and expression. (Year 4) Consider some simple punctuation such as commas that create phrasing within sentences.	<b>Fluency</b> (Year 3) Show understanding through intonation, tone and volume when reading aloud. (Year 4) Read aloud with developing fluency and expression.	<b>Fluency</b> (Year 3) A rate of 100 words correct per minute is useful as a guide at the end of Year 3. (Year 4) Pupils should now be reading at a rate above 100 words correct per minute.
<b>Comprehension</b> (Year 3) Ask questions to improve their understanding of a text. Predict what might happen from details stated and implied. (Year 4) Ask questions to improve their understanding of a text. Provide reasoned justifications for their view.	<b>Comprehension</b> (Year 3) Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (Year 4) Draw inferences around characters' feelings, thoughts and motives.	<b>Comprehension</b> (Year 3) Show understanding of the main points drawn from more than one paragraph. (Year 4) Use specific vocabulary, and ideas expressed in the text, to support their own responses.
<b>End of Year Pen Portrait</b> (Year 3) Pupils can use their knowledge of phonics and morphology to read aloud most words accurately and grow their knowledge of words. When reading age-appropriate books, pupils read many words automatically, show awareness of phrase boundaries, and attempt expression. They comprehend more of what they are reading, locating key information and making inferences by combining prior knowledge with that in the text. They demonstrate understanding of a text and express personal opinions. (Year 4) Pupils use their knowledge of phonics, morphology and etymology to read most words accurately and automatically. When reading age-appropriate texts, pupils generally pay attention to phrase boundaries, read with an appropriate pace and are able to vary tone, intonation and expression to match meaning. They comprehend more of what they are reading by retrieving information and making sound inferences, justifying these with evidence from the text. They can discuss their personal response to a range of texts read independently.		