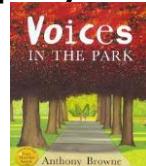
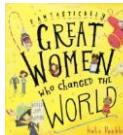
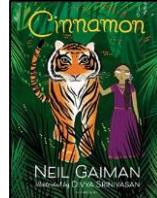
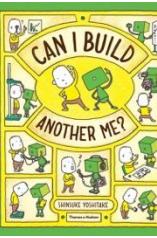
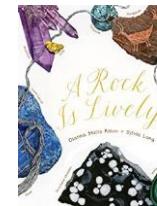
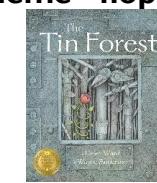
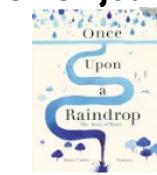
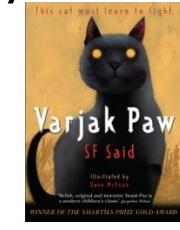


Year 3 and 4 Long Term Overview Cycle 1

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>A moment in Time by Thomas Hegbrook Non Fiction Theme - Connection</p>  <p>Greenling by Levi Penfold Fiction Theme – Hope and renewal</p> 	<p>Voices in the park by Anthone Browne Fiction Theme - empathy</p>  <p>Wildsmith, Into the Dark Forest by Liz Flanagan Fiction Theme – courage and belonging</p>  <p>Let's Celebrate – Festive Poems from around the World Poetry</p> 	<p>Race to the Frozen North by Catherine Johnson Fiction Theme – perseverance and courage</p>  <p>Be the Change Poems to Help you Save the World by Liz Brownlee, Matt Goodfellow, Roger Stevens Poetry</p>  <p>Great Women who changed the World, Kate Pankhurst Non Fiction Theme – making a difference</p> 	<p>Cinnamon by Neil Gaman Fiction Theme – self belief</p>  <p>Can I build another me? by Shinsuke Yoshitake Non Fiction Theme – accepting yourself</p>  <p>The Spider and the Fly by Mary Howitt illustrated by Tony DiTerlizzi Poetry</p> 	<p>A Rock is Lively by Dianna Hutts Aston Non Fiction Theme - change</p>  <p>The Tin Forest by Helen Ward Fiction Theme - hope</p>  <p>Once Upon a Raindrop by James Carter Poetry/Non fiction Theme - journeys</p> 	<p>Whole class teaching text: Varjak Paw by SF Said Fiction Theme – courage and identity</p>  <p>Be the change by Liz Brownlee, Matt Goodfellow, and Roger Stevens Poetry</p> 

Autumn Term Teaching Focus	Spring Term Teaching Focus	Summer Term Teaching Focus
Word reading (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.	Word Reading (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.	Word Reading (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.
Fluency (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.	Fluency (Year 3) Show understanding through intonation, tone and volume when reading aloud. (Year 4) Read aloud with developing fluency and expression.	Fluency (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.
Comprehension (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.	Comprehension (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.	Comprehension (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.
End of Year Pen Portrait (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.		