

YEAR 3/4 Cycle A	Autumn 1 <i>The Wild Robot</i> by Peter Brown	Autumn 2 <i>The Pebble in my Pocket: A History of Our Earth</i> by Meredith Hooper and Chris Coady	Spring 1 <i>Varjak Paw</i> by S.F. Said and Dave McKean	Spring 2 <i>Arthur and the Golden Rope</i> by Joe Todd- Stanton	Summer 1 <i>Werewolf Club Rules</i> by Joseph Coehlo, illustrated by John O’Leary	Summer 2 <i>The Lion and the Unicorn and Other Hairy Tales</i> by Jane Ray
Literary Form	Illustrated novel	Non-fiction	Novel	Graphic Novel	Poetry collection	Collection of traditional tales
Link to Main NC Area of Learning	Science: Living things and their Habitats	Science: Rocks and Soil	History: Mesopotamia	History: Vikings and Norse Mythology	PSHE: Personal Stories	Geography: Contrasting localities and using maps and atlases
PSED & Human Themes	Community and citizenship	Looking after our world	Belonging	Perseverance and bravery	Relationships and identity	Honesty and personal values
Reading: Experience, Knowledge, Skills and Strategies	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections	Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voice	Visualising Scanning and close reading Predicting Developing inference Character comparison Looking at language Predicting and summarising Making intertextual connections	Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Beating pulse and rhythm Performance poetry Listening to poets Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections
Year 3 National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. Introduction to inverted commas to punctuate direct speech. Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). 					
Year 4 National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; 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; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency: through reading, talk and writing	Narrative voice Consistent past tense; progressive and perfect Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis and commas for cohesion Fronted adverbials and conjunctions in co-ordinating	Non-fiction explanatory voice Formal tone and register Passive and active Consistent present tense Paragraphs to organise ideas Fronted adverbials and conjunctions in co-ordinating and relative clauses Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Precise vocabulary choice	Narrative voice Consistent past and present tense; progressive, present perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for	Narrative voice Fronted adverbials and conjunctions in co- ordinating clauses Debate, argument and persuasive language – modal verbs and subjunctives Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas	Poetic language Language and word play: Homophones Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters Syllabification for spelling Narrative Poetry Figurative language Using language for intent and effect on the reader	Traditional tale voice Consistent past tense, including progressive Descriptive language and precise vocabulary choice Debate, discussion and dilemma – subjunctive, modal verbs Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession –

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	and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive	Choice of nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Morphology – plurals	cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive	Command sentences Paragraphs for cohesion Book Talk	Language for the printed page and that to be heard Book Talk	apostrophes Book Talk
Extended Writing Outcome	Story sequel	Information booklet	Newspaper report	Comic Book Narrative	Poetry in a range of forms	Traditional tales

<p>YEAR 3 and 4</p> <p>Cycle B</p> <p>Using a Power of Reading Teaching Sequence to Create an English Curriculum</p>	 <p>Autumn 1</p>	 <p>Autumn 2</p>	 <p>Spring 1</p>	 <p>Spring 2</p>	 <p>Summer 1</p>	 <p>Summer 2</p>
<p>Literary Form</p>	<p>Mouse, Bird, Snake, Wolf Graphic Novel</p>	<p>Krindlekrax Fiction</p>	<p>Christophe's Story Biography Non - fiction</p>	<p>The Village That Vanished Fiction</p>	<p>Moon Juice Poetry</p>	<p>Lob Fiction</p>
<p>Link to Main NC Area of Learning</p>	<p>Science: Living things and their Habitats</p>	<p>PSHE Understanding other people's live experiences.</p>	<p>Geography as well as Culture and Equality.</p>	<p>History: West African history</p>	<p>Science: Astrology</p>	<p>Geography: Looking after our world.</p>
<p>PSED & Human Themes</p>	<p>Fiction – Fantasy, stories from other cultures</p>	<p>Adventure story/bullying/real life experiences</p>	<p>Adventure/social justice and equality</p>	<p>Mystery / culture / adventure.</p>	<p>Feelings, Rhyme, Song, Space and the Solar System.</p>	<p>Identity and diversity/deforestation</p>
<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<p>Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections</p>	<p>Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voice</p>	<p>Visualising Scanning and close reading Predicting Developing inference Character comparison Looking at language Predicting and summarising Making intertextual connections</p>	<p>Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language</p>	<p>Beating pulse and rhythm Performance poetry Listening to poets Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections</p>	<p>Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections</p>
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). • Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; 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; apostrophes to mark plural possession; use of commas after fronted adverbials. • <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. 					
<p>Language Competency: through reading, talk and writing</p>	<p>Figurative language, description, similes and metaphors Speech – using inverted commas and beginning to show the character's relationship through their speech Apostrophe to show belonging Present and past tense Paragraphs – to organise information</p>	<p>Conjunctions Prepositions Pronouns Possessive pronouns Determiner Fronted adverbials Comma used after fronted adverbials. Adverbial phrases</p>	<p>Conjunctions Prepositions Pronouns Possessive pronouns Determiner Fronted adverbials Comma used after fronted adverbial Adverbial phrase</p>	<p>Figurative language, description, similes and metaphors Speech – using inverted commas and beginning to show the character's relationship through their speech Apostrophe to show belonging Present and past tense Paragraphs – to organise</p>	<p>Poetic Forms Explored: Free Verse Rhyme Odes Narrative Poems Prose Poems Poetic Devices Explored: Assonance</p>	<p>Conjunctions Prepositions Write in paragraphs Expanded noun phrases Fronted adverbials Describe settings/character Punctuate speech Possessive apostrophes Prefix/suffix</p>

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	<p>Expanded noun phrases Fronted adverbials Descriptive vocabulary – adverbs, adjectives Prepositions</p> <p>Coordinating and subordinating conjunctions Contractions Prefix/suffix Figurative language - description and similes Self-editing successfully and editing for effect Writing for different purposes</p>	<p>Comma used after a reporting clause when beginning speech. Apostrophes to show plural possession. Full speech punctuation Vary sentence structures</p>	<p>Comma used after a reporting clause when beginning speech.</p>	<p>information</p> <p>Expanded noun phrases Fronted adverbials Descriptive vocabulary – adverbs, adjectives Prepositions Coordinating and subordinating conjunctions Contractions Prefix/suffix Figurative language - description and similes Self-editing successfully and editing for effect Writing for different purposes</p>	<p>Alliteration Rhythm and Rhyme Imagery</p>	<p>Self-edit work to make better vocabulary choices Write for different purposes Vary sentence structures</p>
<p>Extended Writing Outcome</p>	<p>Comic strip Play script Leaflet</p>	<p>Informal letter Newspaper report Narrative story Recount</p>	<p>Inspirational speech Recount Biography</p>	<p>Story writing Description</p>	<p>Art and illustration related to poems studied Written responses to poems studied Poetry performance Text marking</p>	<p>Deforestation narrative Persuasive letter Poetry Settings Debate</p>

