

Year 3/4 English Overview 2026-2027 Cycle B

Persuade

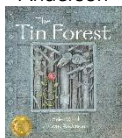
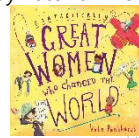
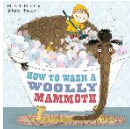
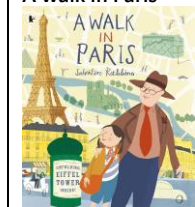
Inform

Entertain

Discuss

Recount

Year 3

Stone Age to Iron Age	Settlements and Land Use	Ancient Egypt	Raging Rivers	How does your Garden Grow?	Our Place in the World London V France
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Stone Age Boy By Satoshi Kitamura  Outcome: Diary (E)(R) SOA: Setting description	The Tin Forest By Helen Ward & Wayne Anderson  Outcome: Narrative (E) SOA: Setting description	The Story of Tutankhamun By Patricia Cleveland-Peck  Outcome: News report of the opening of the tomb (I)(R) P SOA: 1 st person recount imagining they are at the tomb	The Water Horse By Dick King Smith  Outcome: Letter describing a sighting (R) SOA: character description	The Last Garden By Rachel Ip  Outcome: Extended narrative (E) SOA: Non fiction about the garden	Werewolf Club Rules By Joseph Coelho  Outcome: Poetry (E)
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
The First Drawing By Mordicai Gerstein  Outcome: Narrative (E) SOA: Character description	The Night Box By Louise Greig  Outcome: Poetry (E) SOA: Retelling part of the story	Marcy and the Riddle of the Sphinx By Joe Todd Stanton  Outcome: Adventure narrative (E) Soa: instructions of how to avoid the monster	River  Outcome: travel journal (E, I) Soa: letter explaining a journey	The Bee Book By Charlotte Milner  Outcome: Guide to make a bee friendly garden (I P) Soa: Poem- figurative language based	Fantastically Great Women who changed the World By Kate Pankhurst  Outcome: Biography (I) SOA: letter to one of the inspirational women
Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning journey 3	Learning journey 3	Learning Journey 3
How to Wash a Woolly Mammoth By Michelle Robinson  Outcome: Instructions (I) Soa: diary- the day I came across the woolly mammoth	The Iron Man By Ted Hughes  Outcome: Recount of the arrival of the Iron man from a witness (R) Soa: diary			It starts with a Seed By Laura Knowles  Outcome: Life cycle poem (E) (I)	A walk in Paris  Outcome: Tour guide Soa: assess the need- ready for Year 4 and 5

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Spelling (embedded throughout the year/ taught in discrete spelling sessions

Y3/4 whole class writing objectives – what we are teaching, when and why

- To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of learning journeys

- These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

Stone Age Boy Phase 2 I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news. (Commas after Fronted Adverbials:) I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. I can make my writing interesting by using adjectives and other descriptive methods-expanded noun phrases Phase 3 I can proof-read my writing for spelling and use of Punctuation. I can assess my work, and that of others, and suggest Improvements Oracy I can rehearsals reading sentences and stories aloud The first drawing Phase 2 I can make my writing interesting by using adjectives and other descriptive methods-expanded noun phrases I can use the correct form of the verb inflection e.g. we were instead of we was.	The Tin Forest Phase 2 I can make my writing interesting by using adjectives and other descriptive methods. I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'. : use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and Because. I can use paragraphs to organise my writing so that blocks of text group related material. Phase 3 I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can. I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience. Oracy I can engage in discussions, making relevant points or asking relevant questions The Night Box Phase 2	The Story of Tutankhamun Phase 2 I can use conjunctions (complex sentences) because, when, while I can create new words using a range of prefixes including super-, anti-, auto-. I can understand when to use 'a' or 'an' in front of a word. I can use possessive apostrophes for regular plural nouns (e.g., <i>girls' cloaks</i>) or irregular plurals (e.g., <i>children's toys</i>). I can use paragraphs to organise ideas around a theme Phase 3 I can assess my work, and that of others, and suggest Improvements. I can proof-read my writing for spelling and use of Punctuation. Oracy I can take on a specific role-play/drama activity and participate in focused discussion Marcy and the Riddle of the Sphinx Phase 2 I can use paragraphs to organise ideas around a theme I can make my writing interesting by using adjectives and other descriptive methods.	The Water Horse Phase 2 I can make my writing interesting by using adjectives and other descriptive methods. I can use inverted commas and other punctuation to indicate direct speech I can use the correct form of the verb inflection e.g. we were instead of we was. I can use possessive apostrophes for regular plural nouns (e.g., <i>girls' cloaks</i>) or irregular plurals (e.g., <i>children's toys</i>). I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play. Phase 3 I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can. I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience. Oracy I can recognise powerful vocabulary in stories and phrase River Phase 2	The Last Garden Phase 2 I can make my writing interesting by using adjectives and other descriptive methods I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'. I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news (Commas after. Fronted Adverbials:) can use possessive apostrophes for regular plural nouns (e.g., <i>girls' cloaks</i>) or irregular plurals (e.g., <i>children's toys</i>). Phase 3 I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience. Oracy I can use interesting adjectives, adverbial phrases and noun phrases in speech The Bee Book Phase 2	Werewolf Club Rules Phase 2 I can make my writing interesting by using adjectives and other descriptive methods Phase 3 I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice. I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. Oracy I can listen carefully in a range of different contexts Fantastically Great Women who changed the World Phase 2 I can make my writing interesting by using adjectives and other descriptive methods I can use headings and subheadings. I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news I can use a mixture of pronouns and nouns in my Writing to aid continuity and avoid words being repeated.
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I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated. Phase 3 I can plan my writing by talking about the important parts to have in a story, and I can redraft this Work. Oracy I can choose appropriate words and phrases to indicate a person's emotions How to was a woolly mammoth Phase 2 I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news. I can use conjunctions (complex sentences) because, when, while I can identify word families based on root words e.g. solve, solution, solver, dissolve, Insoluble. Phase 3 I can proof-read my writing for spelling and use of punctuation Oracy I can recognise powerful vocabulary in stories and phrases	I can make my writing interesting by using adjectives and other descriptive methods I can use prepositions Phase 3 I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can The Iron Man Phase 2 I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news. (Commas after Fronted Adverbials:) I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. I can use the correct form of the verb inflection e.g. we were instead of we was. Phase 3 I can plan my writing by talking about the important parts to have in a explanation or non-fiction piece, and I can redraft this work a number of times. Oracy I can use language that is acceptable in formal and informal situations	I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'. Phase 3 I can assess my work, and that of others, and suggest Improvements. Oracy I can begin to challenge opinions with respect	I can make my writing interesting by using adjectives and other descriptive methods I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news. (Commas after Fronted Adverbials:) I can use a mixture of pronouns and nouns in my Writing to aid continuity and avoid words being repeated. Phase 3 I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and Grammar. I can edit my work by changing the grammar to improve the way my work Reads. Oracy I can listen carefully in a range of different contexts	I can organise my non narrative writing so that it has headings and sub-headings. I can talk about time, place and cause using these words: when, while, so, because then, next, soon, therefore, before, after, during, in, because I can use prepositions I can identify word families based on root words e.g. solve, solution, solver, dissolve, Insoluble Phase 3 I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.	Phase 3 I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can. I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience. Oracy I can engage discussions, make relevant points or asking relevant questions to show that they followed a conversation A walk in Paris Phase 2 I can organise my non narrative writing so that it has headings and sub-headings. I can talk about time, place and cause using these words: when, while, so, because then, next, soon, therefore, before, after, during, in, because I can use prepositions I can identify word families based on root words e.g. solve, solution, solver, dissolve, Insoluble Phase 3 I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.
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- I can use the prefixes un-, dis-, mis-, re-, pre-
- I can add suffixes beginning with the vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited
- I can use the suffix 'ly'
- I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature
- I can spell word with endings which sound like 'zhun' e.g. division, decision
- I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.
- I can spell words that are often misspelt.
- I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym.
- I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- I can use the first two or three letters of a word to check its spelling in a dictionary.