



English Curriculum Map: 2023 – 2024

Years 3 & 4 Team Cowell

Teacher Mrs Wilkinson

<p>YEARS 3 &amp; 4 Using a Power of Reading Teaching Sequence to Create an English Curriculum</p>	<p><u>Autumn 1</u>  Wolves by Emily Gravett</p>	<p><u>Autumn 2</u>  The King Who Banned The Dark by Emily Haworth-Booth</p>	<p><u>Spring 1</u>  Frog Prince Continued by Jon Scieszka</p>	<p><u>Spring 2</u>  Libba by Laura Veirs</p>	<p><u>Summer 1</u>  The Miraculous Journey of Edward Tulane by Kate DiCamillo</p>	<p><u>Summer 1</u>  The Boy at the Back of the Class by Onjali Q Raúf</p>
<p>Text Type</p>	<p>Non-Fiction</p>	<p>Picture book</p>	<p>Traditional tale or tale with a twist</p>	<p>Non-fiction</p>	<p>Building Stamina</p>	<p>Contemporary Fiction</p>
<p>PSHE &amp; Human Themes</p>	<p>Friendship; staying safe</p>	<p>Power and responsibility, understanding society and how it is governed and overcoming fears.</p>	<p>Relationships</p>	<p>Developing their knowledge and understanding of the challenges faced by different communities around the world, both in the present and in the past.</p>	<p>Friendship and loyalty</p>	<p>Fundamental human rights and freedoms for all.</p>
<p><b>Reading: Experience, Knowledge, Skills and Strategies</b></p>	<ul style="list-style-type: none"> <li>• Responding to illustrations</li> <li>• Reading aloud and rereading</li> <li>• Tell Me and book talk</li> <li>• Shared writing</li> <li>• Drawing and annotating</li> <li>• Storytelling</li> <li>• Drama and role-play</li> <li>• Reading journals</li> </ul>	<ul style="list-style-type: none"> <li>• Response to Illustration</li> <li>• Reading Aloud</li> <li>• Re-reading</li> <li>• Role on the Wall</li> <li>• Looking at Language</li> <li>• Using visual organisers</li> <li>• Discussion and Debate</li> <li>• Role play and drama</li> <li>• Collaborative writing</li> <li>• Publishing and Bookmaking</li> </ul>	<ul style="list-style-type: none"> <li>• Book talk and discussion</li> <li>• Storytelling</li> <li>• Reading aloud</li> <li>• Paired work in role</li> </ul>	<ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Response to Illustration</li> <li>• Developing Enquiry</li> <li>• Role on the Wall</li> <li>• Performance Reading</li> <li>• Freeze Frame</li> <li>• Thought Tracking</li> <li>• Writing in Role</li> <li>• Teacher in Role</li> <li>• Book Talk</li> <li>• Storymapping</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud and rereading</li> <li>• Comparison charts</li> <li>• Storyboards</li> <li>• 'Tell me'</li> <li>• Drama and Role play</li> <li>• Role on the wall</li> <li>• Reading journals</li> <li>• Writing in role</li> <li>• Visualising</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Aloud</li> <li>• Book Talk</li> <li>• Response to Illustration</li> <li>• Shared Writing</li> <li>• Looking at Language</li> <li>• Role on the Wall</li> <li>• Freeze Frame</li> <li>• Teacher in Role</li> <li>• Writing in Role</li> <li>• Text Marking</li> <li>• Responding to Poetry</li> <li>• Story Boxes</li> <li>• Emotion Graph</li> </ul>

		<ul style="list-style-type: none"> <li>• Booktalk</li> <li>• Storymapping</li> </ul>				
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by: <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> </li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</li> </ul>					
<b>Language Competency: through reading, talk and writing</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Increase familiarity with a range of books</li> <li>• Identify themes and conventions and compare these across books they have read</li> <li>• Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader</li> <li>• Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text</li> <li>• Ask questions to improve their understanding, identifying how language, structure</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction</li> <li>• Continue to read and discuss an increasingly wide range of fiction</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Make comparisons within and across books</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Ask questions to improve their understanding</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Increase familiarity with a range of books</li> <li>• Identify themes and conventions and compare these across books they have read</li> <li>• Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader</li> <li>• Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text</li> <li>• Ask questions to improve their understanding, identifying how language, structure and presentation</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Make comparisons within and across books</li> <li>• Summarise the main ideas drawn from more than one paragraph,</li> <li>• Identify key details that support the main ideas</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Increase familiarity with a range of books</li> <li>• Identify themes and conventions and compare these across books they have read</li> <li>• Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader</li> <li>• Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text</li> <li>• Ask questions to improve their understanding identifying how language, structure and presentation</li> </ul>

	<p>and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul> <p><b>Talk</b></p> <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, responding to texts</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances and debates</li> <li>• Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>	<p>inferences with evidence</p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• Provide reasoned justifications for their views</li> </ul> <p><b>Talk</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Participate actively in collaborative conversations</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>	<p>contribute to meaning</p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul> <p><b>Talk</b></p> <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, responding to texts</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances and debates</li> <li>• Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> <li>• Consider and evaluate different viewpoints, attending to and building on</li> </ul>	<p>language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• Maintain a focus on the topic and using notes where necessary</li> </ul> <p><b>Talk</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in</li> </ul>	<p>and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul> <p><b>Talk</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers, arguments and opinions;</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas in role-play drama;</li> <li>• Select and use appropriate registers for effective communication.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Evaluate and edit by assessing the</li> </ul>	<p>contribute to meaning</p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> </ul> <p><b>Talk</b></p> <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, responding to texts</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances and debates</li> <li>• Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>• Select and use appropriate registers for effective 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<ul style="list-style-type: none"> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li><b>Writing</b></li> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Draft and write by selecting appropriate grammar and vocabulary</li> <li>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Proof read for spelling and punctuation errors</li> <li>Perform their own compositions, using appropriate intonation, volume,</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Use further organisational and presentational devices to structure text and to guide the reader</li> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and verb agreement when using singular</li> </ul>	<p>the contributions of others</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Draft and write by selecting appropriate grammar and vocabulary</li> <li>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Proof read for spelling and punctuation errors</li> <li>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> <li>Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</li> </ul>	<p>collaborative conversations, staying on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Use a wide range of devices to build cohesion within and</li> </ul>	<p>effectiveness of their own and others' writing.</p> <ul style="list-style-type: none"> <li>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Draft and write by selecting appropriate grammar and vocabulary</li> <li>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Proof read for spelling and punctuation errors</li> <li>Perform their own compositions, using 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	<p>movement so that meaning is clear</p> <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</li> </ul>	<p>and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> <li>Proof read for spelling and punctuation errors</li> </ul>		<p>across paragraphs Use further organisational and presentational devices to structure text and to guide the reader.</p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Proof-read for spelling and punctuation errors</li> </ul>		<p>meaning</p>
<p><b>Extended Writing Outcomes</b></p>	<ul style="list-style-type: none"> <li>Thoughts and ideas around a text in response to what has been read or seen in the</li> <li>illustrations</li> <li>Non-fiction texts: leaflets, menus, etc.</li> <li>Alternative ending</li> <li>Poetry</li> <li>Non-chronological report</li> <li>Book review</li> </ul>	<ul style="list-style-type: none"> <li>Thoughts and ideas around a text in response to what has been read or seen in the illustrations</li> <li>Letter writing</li> <li>Concept maps to explore story predictions and ideas</li> <li>Writing in role</li> <li>Performance of writing</li> <li>Balanced argument in a written letter</li> <li>Own narrative based on themes of the book</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams</li> <li>Making notes</li> <li>Diary writing</li> <li>Retelling a story with a twist</li> <li>Letter</li> <li>Explanation</li> <li>Performance of writing</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Information Writing</li> <li>Writing in Role: Diary or Letter</li> <li>Advertisement</li> <li>Poetry or Lyrics</li> <li>Persuasive Speech</li> <li>Writing in Role: Letter</li> <li>Newspaper Article</li> <li>Biography</li> </ul>	<ul style="list-style-type: none"> <li>Story maps</li> <li>Instructions</li> <li>Writing in role</li> <li>Character descriptions</li> <li>Narrative descriptions</li> <li>Diary entry</li> <li>Autobiography</li> </ul>	<ul style="list-style-type: none"> <li>Postcard</li> <li>Scripted News Report</li> <li>Poster</li> <li>Picture Book and Non-fiction book</li> <li>School Policy</li> <li>Free Verse Poetry</li> <li>Scripted Infomercial</li> <li>Persuasive Poster</li> <li>Pamphlet</li> <li>PowerPoint</li> <li>Fact Cards</li> <li>Research Notes</li> </ul>



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