
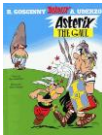


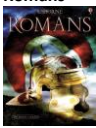




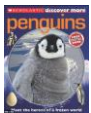
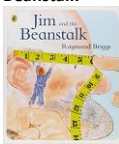





Woodlands Park Primary School – Curriculum Map English Year 3 & 4

Autumn		Spring		Summer	
	Objectives		Objectives		Objectives
 Here we are – Oliver Jeffers	*identifying themes and conventions in a wide range of Books *using dictionaries to check the meaning of words that they have read	 Asterix the Gaul	*reading books that are structured in different ways and reading for a range of purposes *using dictionaries to check the meaning of words that they have read *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	 Meerkat mail	Make predictions Consider authors choice Summarize sections of the text
	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices use the first 2 or 3 letters of a word to check its spelling in a Dictionary discussing and recording ideas 		<ul style="list-style-type: none"> discussing and recording ideas in narratives, creating settings, characters and plot using and punctuating direct speech (i.e. Inverted commas) 		. Punctuate lists with commas Compare and contrast features of formal and non-formal letter writing Use time adverbials Include paragraphs to organize ideas Add similes and adjectives within our letter Plan and write an informal postcard
 The Garden Dyan Sheldon	*predicting what might happen from details stated and Implied *discussing words and phrases that capture the reader's interest and imagination	 The Romans	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *asking questions to improve their understanding of a Text *retrieve and record information from non-fiction	 Shackleton's Journey	Draw inferences such as inferring characters' feelings Identify how language contributes to meaning
	<ul style="list-style-type: none"> discussing and recording ideas using fronted adverbials extended noun phrases, including with prepositions using commas after fronted adverbials 		<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in non-narrative material, using simple organisational devices (headings & subheadings) extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 		Use the present perfect tense Spell words using the suffix - ous Use a rich and varied vocabulary Develop characters' feelings and emotions
 Inference Week	*asking questions to improve their understanding of a Text *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	 The Beasties By Jenny Nimmo	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	 The Lost Book of Adventure	1. Develop visualisation skills 2. Ask questions to improve our understanding of a text 3. Identify facts and opinions
	<ul style="list-style-type: none"> discussing and recording ideas 		<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		1. Indicate tense using irregular verbs 2. Select conjunctions to communicate cause and effect 3. Use paragraphs to organise ideas 4. Assess the effectiveness of our writing and suggest improvements.
 Penguins Sholastic Non-fiction	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *identifying main ideas drawn from more than one paragraph and summarising these *retrieve and record information from non-fiction	 Jim and the Beanstalk	Discuss different types of text similar to this story		
	<ul style="list-style-type: none"> organising paragraphs around a theme in non-narrative material, using simple organisational devices extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 		To develop character descriptions Be able to use possessive apostrophes and plural possessive apostrophes Recognise and use prefixes and suffixes Plan, write and assess my own story based on this text		
 Lily's Snowman	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. using conjunctions, adverbs and prepositions to express time 				

Lily and the snowman Animation	and cause (and place) <ul style="list-style-type: none">• using and punctuating direct speech (i.e. Inverted commas)				
	<ul style="list-style-type: none">• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.				