



Oak Class (years 3 & 4) sequenced overview Hopton CEVC Primary Year A



“With God all things are possible” Matthew 19:26

We raise aspirations and encourage perseverance to reach goals in life and learning.

SPAG Objectives Year 3	Spelling Objectives (covered by CUSP)
<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs Use of headings and subheadings Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to inverted commas to punctuate direct speech <p>Handwriting scheme (letterjoin)</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning Spell homophones Spell many common exception words
<p>Terminology for pupils: Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</p>	
SPAG Objectives Year 4	Spelling Objectives (covered by CUSP)
<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use of paragraphs to organise ideas 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 [for example, the girl’s name, the girls’ names] - Possessive apostrophe in words with regular and irregular plurals Use of commas after fronted adverbials <p>Handwriting scheme (letterjoin)</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Spell most common exception words Spell homophones Standard English forms for verb inflections instead of local spoken forms
<p>Terminology for pupils: Determiner, pronoun, possessive pronoun, adverbial</p>	

Autumn term: Potions / Burps Bottoms and Bile

Note: bold texts to be class texts linked to the topic for the half term. To be used for weekly reading activities.

Flexible first few days	Narrative First person narrative descriptions 1 x 2 weeks	Non fiction Newspaper reports 1 x 2 weeks	Poetry Performance poems to include poems from other cultures 1 x 1 week	Narrative Third person narrative (animal stories) 1 x 3 weeks	Non fiction Non chronological report 1 x 3 weeks	Flexible block 1 week (assessment)
Link to curriculum	Text based / Potions	Text based / Potions	Text based: National Poetry Day link (if possible)	Text based	Burps Bottoms and Bile	
Texts to use	George's Marvellous Medicine Roald Dahl Alternative possible text: The Witches R Dahl	Continue with class text, use to create a newspaper report.	John Agard English KS2: Talking Poetry - 5. John Agard - BBC Teach Grace Nichols English KS2: Talking Poetry - 2. Grace Nichols - BBC Teach Chose preferred poet, can choose one or compare.	The Animals of Farthing Wood Modern Classic Colin Dunn	Your Growling Guts and Dynamic digestive system (Your Brilliant Body) Paul Mason OR Let's Read and Talk About... Healthy Eating Honor Head	
P & G	Ready to write (Y2) Full stops / capital letters Grammatical patterns in sentences: question, statement, command, exclamation Co-ordination (using or, and, or but) Subordination (using when, if, that, because) Y3 introduction to paragraphs	Ready to write (Y2) Commas to separate items in a list Y3 Conjunctions Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] Y3 introduction to inverted commas for reported speech.	Ready to write Y2 Use the present and past tenses correctly and consistently including the progressive form	Ready to write Y2 Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns [for example, the girl's name Y4 Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Y3 Determiners Y3 Adverbs: use adverbs to express time, place and cause Recap verb noun adjective adverb Y3 headings and subheadings Y3 paragraphs Y 3 Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play	Recap terminology for pupils Y3 Preposition, prefix, consonant, vowel, word family

Spring term: Traders and Raiders / Blue Abyss

Note: bold texts to be class texts linked to the topic for the half term. To be used for weekly reading activities.

Narrative Dialogue through narrative (historical stories) 1 x 3 weeks	Non fiction Formal letters to complain 1 x 2 weeks	Poetry Poems which explore form 1 x 1 weeks	Narrative First person narrative descriptions 1 x 2 weeks	Non Fiction Newspaper reports 1 x 2 weeks	Flexible Block 1 week (assessment)
Traders and Raiders	Traders and Raiders	Blue Abyss	Blue Abyss	Blue Abyss	
The Saga of Erik the Viking by Tony Jones	Use WAGOLL of a Viking house – complaining to the builder (or use How to Train your Dragon excerpts – complaining that you want to return your dragon).	Usborne Roman Warrior What the romans did for us How to build a Roman road	Flotsum by David Weiner	The Whale Who Ate Plastic by Stephanie O’Connor Use as a stimulus to write a news report on this event / what we can do to prevent it happening.	
Y3 Speech: introduction to inverted commas to punctuate direct speech Y4: fronted adverbials and use of commas Y3: how to use paragraphs to group information	Y3: present perfect verb form Y3 Prepositions: using prepositions to express time and cause Use of paragraphs to organise ideas Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Y4: expanded noun phrases Recap any gaps from assessments	Y4: contracted and possessive apostrophes (including plural) Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] - Possessive apostrophe in words with regular and irregular plurals	Y4 Pronouns and possessive pronouns Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	

Summer term: Mighty Metals / Flow

Note: bold texts to be class texts linked to the topic for the half term. To be used for weekly reading activities.

Narrative Dialogue through narrative (historical stories) 1 x 3 weeks	Non fiction Formal letters to complain 1 x 2 weeks	Poetry Performance poems to include poems from other cultures 1 x 1 week	Narrative Third person narrative (animal) stories 1 x 3 weeks	Non fiction Non chronological report 1 x 3 weeks	Flexible Block 1 week (assessment)
Mighty Metals	Might Metals	Text based	Flow	Flow	
The Iron Man Ted Hughes	Use Iron Man text for complaint letters – to complain to villagers at treatment / conditions	National Poetry Day 2021 We have a Choice – a poem about the sea and recycling (link to previous term’s work) Lessons – Poetry Class (poetrysociety.org.uk)	A World Full of Animal Stories Angela McAllister	A Drop in the Ocean: The Story of Water Jacqui Bailey	
Y4: direct speech and inverted commas Prepositions / adverbs for time, place and cause. Fronted Adverbials and use of commas after fronted adverbials	Y3 commas in a list Subordinating and co-ordinating conjunctions Paragraphs	Word families	Y4: fronted adverbials	Apostrophes for possession.	

Planning non-negotiables

- *Teacher to check P&G coverage and adapt as needed following assessment in moment, following formal assessments (ensure gaps are covered).*
- *To include spelling and handwriting tasks and block in over the year (teacher to do and plan with timetable)*
- *Reading task linked to text being studied each week / class text. 1 session per week specifically focused on class text. Teacher to identify class text for each topic (use book list from Cornerstones / Books for Topics.com) if suggestions not felt to be appropriate for cohort – to note on LTP.*

- *Spelling non-negotiables to be implemented.*
- *[Best children's books - Year Group Recommended Reads \(booksfortopics.com\)](http://booksfortopics.com)*