



Hawley Primary School

Year 3 and 4 Long-Term English Overview

Cycle A 2025-2026

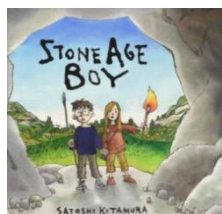
| Cycle A 2025-2026 | | | | | | |
|-------------------|---|---|--|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | The Rolling Stone Age | Local Legacy WW2 | At Water's Edge | Natural Wonder | The Land of Roar | Sporting Heroes |
| Spellings | <ol style="list-style-type: none"> Staff names Homophones and near homophones Homophones and commonly misspelled words Contractions Words with the long /ai/ sound spelt with 'ei'. 3/4 statutory words French words | <ol style="list-style-type: none"> Words with the long vowel sound /a/ spelt with ey 3 / 4 statutory words Words with the long vowel sound /ur/ spelt with ear Homophones and Near Homophones Homophones and Near Homophones Homophones and Near Homophones French words | <ol style="list-style-type: none"> Creating adverbs using the suffix-ly (no change to the root word) Creating adverbs using the suffix-ly (when the root word ends in 'y' and has more than one syllable) Creating adverbs (when the root word ends in 'le') Creating adverbs (when the root word ends in 'ic' or 'al') Creating adverbs (exceptions to the rule) French words | <ol style="list-style-type: none"> : Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the last consonant) Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – double the last consonant) Creating negative meanings using prefix mis- Creating negative meanings using prefix dis- French words | <ol style="list-style-type: none"> Homophones and near homophones Adding the prefix bi- (Meaning 'two' or 'twice') 3 / 4 statutory spellings Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' French words Verb to be in French Present tense | <ol style="list-style-type: none"> Words ending in 'ary' Words with a short /u/ sound spelt with 'ou' Word families Word families Word families French words |
| Handwriting focus | <p>Introduction into lead-in lines for year 3 Consolidation for year 4 Explicit teaching with letters at the beginning, middle and end of common words/linked to spelling words</p> <p>Curly caterpillar letters c a o e s d q g f</p> | <p>Introduction into lead-in lines for year 3 Consolidation for year 4 Explicit teaching with letters at the beginning, middle and end of common words/linked to spelling words</p> <p>Ladder letters l l u t j y</p> | <p>Introduction into lead-in lines for year 3 Consolidation for year 4 Explicit teaching with letters at the beginning, middle and end of common words/linked to spelling words</p> <p>Robot arms letters r m n h k p b</p> | <p>Introduction into lead-in lines for year 3 Consolidation for year 4 Explicit teaching with letters at the beginning, middle and end of common words/linked to spelling words</p> <p>Zigzag monster letters w v x z</p> | Consolidation of all letter types | Consolidation of all letter types |

Hawley Primary School

Year 3 and 4 Long-Term English Overview

Learning Journey 1

Purpose: To entertain
Form: character/setting description
Text driver: Stone age boy
Audience: Children in a different Year 3/4



Skills progression:
Secure coordination (and, but, so) Expanded noun phrases

Secure use of coordination and subordination from skills taught in Year 3 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Linked texts:
The Boy with the Bronze Axe
Kathleen Fidler
The Stolen Spear
Davide Ortu and Saviour Pirotta

Purpose: to entertain
Form: A description of the forest setting during the day and the night, conveying different viewpoints
Text driver:
Audience:
Parents/Grandparents



Skills progression:
Secure subordination and co-ordination
Adverbial phrases (adv + verb)

Subordination and increasing use of conjunctions (although)
Use of inverted commas to mark speech
Development of paragraphs with topic sentence and related ideas joined together

Linked texts:
Other setting descriptions
The Promise Nicola Davies
Rob Macfarlane The Lost Words

Purpose: To entertain
Form: Narrative
Text driver: The Promise
Audience: Eco-Committee



Skills progression:
Use of inverted commas to mark speech
Use of prepositions to express time
Develop subordination when and if

Use inverted commas and other punctuation to indicate direct speech
Fronted adverbials for time and place including use of comma
Vary sentence length for effect and clarity (simple, compound and complex)

Linked texts:
Leaf by Sarah Dieckmann.
Lost by Nicola Davies.
The Flower by John Light.

Purpose: to persuade
Form: a persuasive letter
Text driver: [Bing Videos](#)
Audience: Local Residents

Skills progression:
Fronted adverbials for when
Develop subordination as, when and if
Group related materials into paragraphs

Fronted adverbials for time, place and manner including use of comma
Vary the position of clauses within a sentence
Development of paragraphs with topic sentence and related ideas joined together

Purpose: to entertain
Form: narrative ""
Text driver: Land of Roar
Audience: Jenny Mclachlan

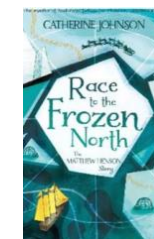


Skills progression:
Use of inverted commas to mark speech
Use of fronted adverbials (when, where) with comma
Development of paragraphs with use of fronted adverbials to vary sentences

Use inverted commas and other punctuation to indicate direct speech
Use fronted adverbials to vary sentences to build cohesion within a paragraph
Discuss choices linked to purpose and audience

Linked texts:
Sky Chasers by Emma Carroll
Balloon to the Moon by Gill Arbuthnott
The Girl with Her Head in the Clouds: The Amazing Life of Dolly Shepherd: A thrilling reimagining of the life of pioneer Dolly Shepherd by Karen McCombie

Purpose: to inform
Form: letter
Text driver: Race to the frozen north
Audience: Ernest Shackleton



Skills progression:
Discuss choices linked to purpose and audience
Development of paragraphs with topic sentence and related ideas joined together

Discuss choices linked to purpose and audience
Use a range of devices to build cohesion within a paragraph

Linked texts:
Ice Trap by Meredith Hooper
Shakleton's Journey by William Grill
Survivors by David Long

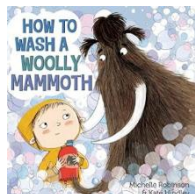


Hawley Primary School

Year 3 and 4 Long-Term English Overview

Learning Journey 2

Purpose: to inform/instruct
 Form: instructions
 Text driver: How to Wash a Woolly Mammoth
 Audience: Class Teacher



Skills progression:
 Use of commands, exclamations and questions
 Apostrophes for omission

Apostrophes for omission and singular possession
 Fronted adverbials for manner including use of comma
 Development of paragraphs with use of fronted adverbials to vary sentences

Linked texts:
 The Boy with the Bronze Axe
 Kathleen Fidler
 The Stolen Spear
 Davide Ortu and Saviour Pirotta

Purpose: to inform
 Form: information page
 Text driver: The Street Beneath my Feet
 Audience: Class – whole class contribute to an accordion book

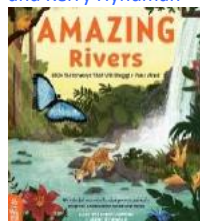


Skills progression:
 Secure subordination, co-ordination and other sentence types
 Apostrophes for singular possession
 Group related materials into sections

Secure use of simple, compound and complex sentences
 Apostrophe for singular and plural possession
 Development of paragraphs with topic sentence and related ideas joined together

Linked texts:
 Pebble in my Pocket, by Meredith Hooper.
 The Skies Above My Eyes, by Charlotte Guillain and Yuval Zommer.
 A Rock is Lively, by Dianna Hutts Aston and Sylvia Long.
 Under Earth, Under Water by Aleksandra Mizielinski.
 The River that Flows Beside Me – Charlotte Gulian

Purpose: to inform
 Form: double page spread
 Text driver: Amazing Rivers
 Audience: Julie Vosburgh Agnone and Kerry Hyndman



Skills progression:
 Use headings and subheadings to organise writing
 Use a / an correctly
 Fronted adverbials for where (In the winter)

Use headings and subheadings to organise writing
 Vary nouns/pronouns within and across sentences to build cohesion within a paragraph
 Vary the position of clauses within a sentence

Linked texts:
 The River that Flows Beside Me – Charlotte Guillain
 Song of the River – Kimberly Andrews
 A River
 Marc Martin

Rivers: An incredible journey from source to sea
 Qu Lan & Simon Chapman
 Amazing Rivers
 Julie Vosburgh Agnone & Kerry Hyndman

Purpose: to entertain
 Form: poetry
 Text driver: The Night Box
 Audience: Year 3/4 classes – poetry slam



Skills progression:
 Comma after fronted adverbial for when and where
 Collecting vocabulary appropriate to purpose and audience
 Secure subordination, co-ordination and other sentence types

Vary sentence length for effect and clarity (simple, compound and complex)
 Discuss choices linked to purpose and audience

Linked texts:
 The Big Book of the Dark by Helena Harastova
 Moon Forest by Patricia MacCarthy
 The Dark by Lemony Snicket
 Orion and the Dark by Emma Yarlett.

Purpose: to inform and engage
 Form: double-page spread
 Text driver: We Travel so Far
 Audience: Peers



Skills progression:
 Secure use of co-ordination and subordination (using a range of conjunctions)
 Apostrophes for omission
 Use headings and subheadings to organise writing

Vary the position of clauses within a sentence
 Apostrophe for singular and plural possession
 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Linked texts:
 Amazing Animal Journeys Chris Packham
 Migration Mike Unwin
 Time to Move South for the Winter – Clare Helen Welsh

Purpose: to entertain
 Form: narrative
 Text driver: The boy who lost his spark
 Audience: Next year's teachers



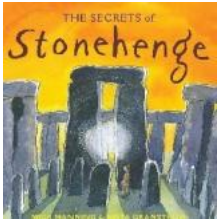
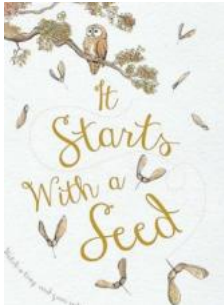
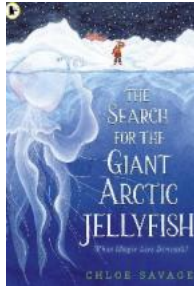
Skills progression:
 Use of inverted commas to mark speech
 Use of fronted adverbials (when, where) with comma
 Development of paragraphs with use of fronted adverbials to vary sentences

Use inverted commas and other punctuation to indicate direct speech
 Use fronted adverbials to vary sentences to build cohesion within a paragraph
 Discuss choices linked to purpose and audience

Linked texts:
 Web of Life by Jane Clarke (poem)
 • Explore the nouka song at the end of the book for a link with music lessons.

Hawley Primary School

Year 3 and 4 Long-Term English Overview

| | | | | | | |
|---------------------------|--|--|--|--|---|--|
| Learning Journey 3 | <p>Purpose: to inform Form: leaflet Text driver: Secrets of Stonehenge Audience: Stonehenge Association</p> <p>Skills progression:</p>  <p>Subordination (because) Commas for lists Group related materials into sections</p> <p>Secure use of coordination and subordination from skills taught in Year 3 Development of paragraphs with use of headings and subheadings to organise writing</p> <p>Linked texts: <i>Stone Age Boy</i> by Satoshi Kitamura</p> | <p>Purpose: to entertain Form: poetry Text driver: It Starts with a Seed Audience: all 3/4 classes – poetry performance</p> <p>Skills</p>  <p>progression: Varied sentence structure Collect vocabulary appropriate to purpose and audience</p> <p>Secure use of simple, compound and complex sentences Collecting vocabulary appropriate to purpose and audience</p> <p>Linked texts: <i>A Seed is Sleepy</i> by Dianna Hutts Ashton <i>The Tiny Seed</i> by Eric Carle <i>Pip and Egg</i> by Alex Latimer</p> | | | <p>Purpose: to inform Form: letter Text driver: The Search for giant arctic jellyfish Audience:</p>  <p>Skills</p> <p>progression:</p> <p>Secure use of co-ordination and subordination (using a range of conjunctions) Apostrophes for omission</p> <p>Vary the position of clauses within a sentence Apostrophe for singular and plural possession Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Linked texts: <i>The Frozen Worlds: The Astonishing Nature of the Arctic and Antarctic (The Magic and Mystery of the Natural World)</i> by Jason Bittel <i>Ice Bear</i> by Nicola Davies</p> | |
| | | | | | | |