

Year 3/4 Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Mighty Metals	Emperors and Empires	Burps, Bottoms and Bile	Through the ages	Rocks, Relics and Rumbles	Play list
Focus -	Write to Inform/Entertain	Write to Inform/Entertain	Write to Inform/Persuade/entertain	Write to inform/Entertain	Write to Inform/Entertain	Write to Persuade/Entertain/inform
Suggested Key Texts	The Iron Man- Ted Hughes	Roman Tales: The Goose Guard- Terry Deary Armistice- Visual Literacy- Poppy field	Demon Dentist- David Walliams	Stig of the Dump- Clive King	The Firework Maker's Daughter- Philip Pullman	Poems to perform- edited by Julia Donaldson
Y3/4 writing outcomes	Non-chronological report/brochure Balanced argument Explanations Instructions Poetry Recounts	Biographies Informal letters form character to character. Description of a historical setting. Playscripts	Fact files Explanations using idioms Fantasy narratives Slogans Formal letters to persuade	Book reviews/ Film reviews (film version of a text or a Literacy Shed film). Narratives Instructions Cinquains Chronological reports	Diary entry Reports/Newspaper reports Poetry- different types of poems- Shape poems	Adverts/ persuasive leaflet Poetry Short narrative- silent movies Lyrics Posters- adverts Information leaflets
Cycle B	Invaders and 1066 1066 (HIS)		Misty mountains & Winding Rivers	Blue Abyss	Predator	Predator
Suggested Kay texts	The Family from One End Street (A Puffin Book)	I was There 1066	King of the Cloud Forests	Treasure Island (Vintage Classics)	The Sheep Pig	The sheep Pig
Y3/4 writing outcomes	Non-chronological report; Explanations; Instructions; Poetry; Recounts	Job applications; Kennings; Diaries; Play scripts; Letters	Diaries; Information leaflets; Explanations; Narrative poetry	Poetry; Dilemma stories; Biographies; Persuasive letters; Ballads	Recounts; Leaflets; Poetry; Dilemma stories; Speeches	Recounts; Leaflets; Poetry; Dilemma stories; Speeches
Spelling/Grammar Y3 See Jolly Grammar 3	digraohs, using a dictionary ai/ay/a-e, parts of speech- parsing ee/ea/e-e, simple sentences ie/y/igh/i-e 3 rd person singular/ verbs ending in y oa/ow/o-e verb to be- past/present/future ue/ew/u-e syllables	e-e present participle n for ng present continuous soft c past continuous soft g proper nouns- places tch proper adjectives dge syllables	le paragraphs qu paragraphs s for z speech marks se for ze and z speech marks suffix less future continuous suffix able suffixes less/ful	a for ai contractions e for ee comparatives and superlatives i for ie adverbs- adding ly o for oa nouns acting as adjectives -o for oa adjectives adding y to nouns u for ue irregular plurals	a for ar the subject of a sentence ie for ee subject/object pronouns y for i subject/object pronouns a for o possessive pronouns aw/au/al homophones our/are homophones homophones there/their/they're	ear/eer/ere, questions and exclamations in speech ure, prefixes gn for n collective nouns ph and gh for f sentences and phrases air/are/ear/ere the subject/object of a sentence ex verb tenses
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Spelling/Grammar Y4</p> <p>See Jolly Grammar 4</p>	<p>sh/ch/th, verb tenses homophones, identifying verb tenses</p> <p>nch, the subject/object of a sentence</p> <p>se for s homophones your/you're</p> <p>ve for v antonyms plurals ves plural nouns- grammatical agreement</p>	<p>schwa: a synonyms schwa: o concrete nouns schwa: u abstract nouns schwa: ar possessive nouns- singular schwa: or present participles as adjectives schwa: er comparatives/superlatives more/less</p>	<p>+or for er changing verb tenses ear for er homophones its/it's u for long oo subject verb- grammatical agreement gh/ough/augh comparatives/superlatives- good/bad ive for iv homophones to/two/too suffix ic homophones where/wear/were</p>	<p>st for s suffix al make nouns into adjectives silent letters possessive nouns plurals suffix- ically root prefixes/suffixes schwa: al grammatical person schwa: el changing grammatical person schwa: il parsing verbs</p>	<p>suffix- ery questions and statements suffix - ary changing statement into a question suffix- ory simple and compound sentences suffix - ant homophone mix up suffix - ent noun phrases suffix ist phrases/clauses/sentences</p>	<p>prefix- pre infinitives prefix - sub onomatopoeia prefix - anti hyphens prefix- trans antonyms/synonyms prefix- inter homophones prefix - tele changing verb tenses</p>
<p>Y3 Text level features- developed through the year</p>	<p><i>Use of lists - what is needed/lists of steps to be taken</i></p> <p><i>Bullet points for facts</i></p> <p><i>Make a final comment to the reader</i></p> <p>Secure use of planning through boxed up plans</p> <p>Paragraphs to organise ideas around a theme</p> <p>Develop hook in introduction to introduce and tempt reader in (Who...? What...? Where...? When...? Why...? How...?)</p> <p>Group related facts and ideas into paragraphs</p> <p>Topic sentences to introduce paragraphs</p>	<p>Secure use of planning through story maps and boxed up plans</p> <p>Plan opening around character, setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending</p> <p>Personal response in the ending</p> <p>Extra information/reminders in ending</p>	<p>Secure use of planning through story maps and boxed up plans</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending</p> <p>Personal response in the ending</p> <p>Extra information/reminders in ending</p>	<p>Secure use of planning through story maps and boxed up plans</p> <p>Paragraphs to organise ideas around a theme</p> <p>Group related facts and ideas into paragraphs</p>	<p>Secure use of planning through story maps and boxed up plans</p>	<p>Secure use of planning through story maps and boxed up plans</p> <p>Paragraphs to organise ideas around a theme</p> <p>Group related facts and ideas into paragraphs</p> <p>Personal response in the ending</p> <p>Extra information/reminders in ending</p> <p>Use if perfect form of verbs to mark relationships between time and cause</p>
<p>Y 4 Text Level Features - developed through the year</p>	<p><i>Develop hook to introduce and tempt reader e.g. Who? What? Where? Why? When? How?</i></p>	<p><i>Paragraphs to organise ideas into each story part</i></p>	<p>Secure us of planning tools: text map, boxed up grid</p> <p>Clear distinction between resolution and ending.</p>	<p><i>Use of the perfect form of verbs to mark relationships of time and cause e.g I have</i></p>	<p>Clear distinction between resolution and ending.</p>	<p><i>Develop hook to introduce and tempt reader e.g. Who? What? Where? Why? When? How?</i></p>

	<p><i>Use of present perfect instead of time past e.g. He has left his hat behind as opposed to He left his hat behind</i></p> <p>Secure us of planning tools: text map, boxed up grid</p> <p>Paragraphs to organise ideas around a theme and logical organisation</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Secure use of planning tools: story maps, story mountains, boxed up grids</p> <p>Plan a descriptive opening and action opening</p> <p>Build in suspense writing to introduce the dilemma</p>	<p>Ending should include reflection on events and or characters</p>	<p><i>written it down so I can check what it said</i></p> <p><i>Boastful language e.g. Magnificent! Unbelievable!</i></p> <p>Link information within paragraphs with a range of conjunctions</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Ending should include reflection on events and or characters</p>	<p><i>Subheading to introduce section/paragraphs</i></p> <p>Paragraphs which group related information</p> <p>Use bullet point and diagrams</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>
<p>Sentence level features (including grammar and punctuation)</p> <p>Developed through the year</p>	<p><i>Demarcation of sentences</i></p> <p><i>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</i></p> <p><i>Similes using like</i></p> <p><i>Two adjectives to describe a noun</i></p> <p><i>Adverbs for description and for information</i></p> <p>Vary long and short sentences. Long- to add description or information. Short - for emphasis making key points</p>	<p><i>Demarcation of sentences</i></p> <p><i>Consistent use of present tense and past tense throughout work.</i></p> <p><i>Commas to separate items in a list</i></p> <p><i>Generalisers for information e.g. Most cats....</i></p> <p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p>	<p><i>Demarcation of sentences</i></p> <p><i>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</i></p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p>	<p><i>Demarcation of sentences</i></p> <p>Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind</p> <p>Use of determiners a or an a.</p>	<p><i>Demarcation of sentences</i></p> <p><i>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</i></p> <p>Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way)</p> <p>Use of commas after fronted adverbials.</p> <p>Prepositions</p>	<p><i>Demarcation of sentences</i></p> <p><i>Consistent use of present tense and past tense throughout work.</i></p> <p><i>Commas to separate items in a list</i></p> <p>Use of the perfect form of verbs to marks relationships of time and cause e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past e.g. He has left his hat behind as opposed to he left his hat behind</p>

	<p>Compound sentences (co-ordination) using co-ordinating conjunctions (FANBOYS)</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave</p> <p>Use of commas after fronted adverbials.</p> <p>Secure use of inverted commas for direct speech</p> <p>Prepositions</p> <p>Powerful verbs</p>	<p>Colon before a list</p>	<p>Powerful verbs</p>			<p>Powerful verbs</p> <p>Boastful language</p>
<p>Y4 sentence level features Developed through the year</p>	<p><i>Dialogue - powerful speech verbs e.g. whispered</i></p> <p><i>Adverb starters e.g. Carefully, ...</i></p> <p><i>Adverbial Phrases (Fronted Adverbials) e.g. A few days ago, we discovered a hidden box</i></p> <p><i>Ellipsis to keep the reader hanging on</i></p> <p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly</p> <p>Secure use of embellished simple sentences</p> <p>-ed clauses as starters e.g. Frightened, Tom ran</p>	<p><i>Sentence of 3 for description e.g. Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water</i></p> <p><i>Prepositional phrases to place the action e.g. on the mat, behind the tree, in the air box</i></p> <p>Standard English for Verb Inflections instead of local spoken forms</p> <p>Secure use of compound sentences using coordinating conjunctions</p> <p>Full punctuation for direct speech</p> <p>Proper nouns</p> <p>Commas to mark clauses and fronted adverbials</p>	<p>Starting sentences with a simile e.g. Like a wailing cat, the ambulance screamed down the road</p> <p>The grammatical difference between plural and possessive s</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p> <p>Expanded 'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksac</p> <p>Drop in 'ing' clauses e.g. Jane, laughing at the teacher, fell off her chair</p> <p>Dialogue - verb + adverb e.g. "Hello," she whispered, shyly.</p>	<p><i>Use of determiners - a or an</i></p> <p>Appropriate choice of pronoun or noun to avoid ambiguity and repetition.</p> <p>Conditionals e.g. could, should, would</p> <p>Comparative and superlative e.g. small, smaller, smallest</p>	<p>Starting sentences with a simile e.g. Like a wailing cat, the ambulance screamed down the road</p> <p>Expanded 'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucsac</p> <p>Drop in 'ing' clauses e.g. Jane, laughing at the teacher, fell off her chair</p> <p>Dialogue - verb + adverb e.g. "Hello," she whispered, shyly.</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>The grammatical difference between plural and possessive s</p>	<p><i>Pattern of 3 for persuasion e.g. Visit, swim, enjoy!</i></p> <p><i>Colon before a list</i></p> <p>Standard English for Verb Inflections instead of local spoken forms</p> <p>Repetition to persuade e.g Find us to find the fun</p> <p>Conditionals e.g. could, should, would</p> <p>Comparative and superlative e.g. small, smaller, smallest</p>

	<p>straight home to avoid being caught</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat</p> <p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Develop complex sentences. Main and subordinate clauses with a range of subordinating conjunctions</p>	<p>Commas to mark clauses and fronted adverbials</p> <p>Full punctuation for direct speech</p>		<p>Use figurative language (Metaphors, personification, onomatopoeia) to create interesting settings and characters</p>	
<p>Spoken Language Y3 Developed through the year</p>	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Participate in discussions.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>

				collaborative conversations, staying on topic and initiating and responding to comments.		
Y4 spoken language Developed through the year	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured explanations for different purposes.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>
Reading Y3 Developed through the year See also Headstart reading comprehensions	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>drawing inferences such as inferring characters'</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>discussing words and phrases that capture the</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than</p>

	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>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.</p>	<p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>predicting what might happen from details stated and implied</p> <p>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.</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>identifying themes and conventions in a wide range of books</p>	<p>reader's interest and imagination</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying themes and conventions in a wide range of books</p>	<p>one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>
<p>Reading Y4</p> <p>Developed through the year</p> <p>See also Headstart reading comprehensions</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences on characters' feelings thoughts and motives from their actions and justifying inferences with evidence. Predicting what might happen next from details stated and implied</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Discussing their understanding of words and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences on characters' feelings thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen next from details stated and implied</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>Discussing words and phrases that capture the readers' interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising</p> <p>Identifying how language, structure and presentation contribute to meaning</p>

Words in Context	Summarising the main ideas	Features of texts
Words in sentences	Cinderella is mixed up	Writing in different ways
Which word is which?	The glassblower	Let's play in the snow
The Guard dog	Glass blowing- the next stage	How I get to school
What would you do?		Features of texts and meaning
Days out: At the beach	Details that support the main idea	The dairy diary
Days out: In the countryside	Settings and scenery	Getting into shape
Opposites	Minibeasts	The comic dinosaur
Explaining words in context	Pond life	We sell everything!
Spot the mistakes	Trees are amazing	Words that capture the reader's imagination
Days out: At the theme park		The animal race
Retrieving and recording Information	Inferences	Big adventures
The Vikings	Oh no! disappointed!	A fantastic machine
Inventing the bicycle: The hobby horse	What's happening to her?	Explaining how words and phrases enhance meaning
Inventing the bicycle: the first pedal bicycle	You can be a detective	The crackerjack bar
Inventing the bicycle: the penny farthing	Conversations – 1	Baby bear in fairy-tale land
Who invented the toothbrush?	Conversations – 2	Themes and conventions
The toothbrush -part 2	Conversations - 3	Monsters and fantasy creatures
Native trees	Justifying inferences with evidence	
Non-native trees	What's going on here?	
All about elephants	Things don't always work out	Year 3 tests
The Main idea	Poor George	Little Eagle lots of owls/ Remember the dodo?/ Pop up cards
What is this?	Predicting what might happen	The telescope/ the lighthouse keeper/ Grace Darling
The Duck-billed platypus	The camping holiday	The bird watching club/ my bird spotting notebook/ Pocket money/ Pancake Day
The homing pigeon	Who needs a crystal ball?	
The main thing about pets	Crystal ball- part 2	

Words in Context	Summarising Main ideas	Features of texts
What does it mean?	Pirates	On the bookshelves
How to be good	Taking note	More writing styles
English can be confusing	Blackbeard	Traditional games
Captain Nell and Fishface Freddie	An Indian tale part 1 and 2	On the other hand,
Find a word	Details that support the main idea	Dangerous adventure
Wolf and hare	Birds of a feather	Clowning around
Explaining words in context	Heroes and villains	Features of texts and meaning
Tricky words	School sports	Fun with shapes
The Gods of Ancient Greece	Once upon a time	Shape poem
Pandora's Box	The Golden Eagle	Mystery and adventure
People say some funny things	Bats	Playtime
Retrieving and recording Information	The school fete	Lifecycles
Seed dispersal	Inferences	Words that capture the reader's imagination
The weather	What's my job?	Sound words
Weird and wonderful traditions	Detective work	More sounds
Wings and winds	What are they up to?	Examples of exaggeration
The history of forecasting	I know how you feel	Painting pictures with words
The first weather forecast	Eyewitnesses	Similar similes
The Beaufort scale	Justifying inferences with evidence	Letters and emails
<u>Thunder clap</u>	Characters in their own words	Explaining how words and phrases enhance meaning
Fact or opinion	Now what are they going to do?	Dark clouds overhead
Our team	What are they like?	How about a holiday?
Pets	Pandora Jones and the birthday box	How about saving the planet?
The main idea	Predicting what might happen	Themes and conventions
Horses and ponies	And then..	Myths
Flowering plants	What happened next?	Theseus and the Minotaur
Think of a title	Where do we go from here?	Dear diary
Who am I?		Adventure
Red Nose Day		Mystery
Fairy-tale worlds		Year 4 texts
		Fishface Freddie and Monsters of the Deep / Whale Diary / A Guide to Whales
		Paper Aeroplanes / Icarus / Kites
		Street Party / Flags and Everything / The Dark Horse

National Curriculum statutory objectives and requirements for year 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see [English Appendix 1](#)). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Spoken language skills will develop over years 1-6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Handwriting / presentation

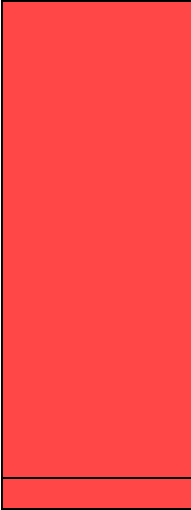
Pupils should:

- 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

Pupils should: -

	<p>plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>draft and write by:</p> <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 (<u>English Appendix 2</u>) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate
<p>Year 3/4 spelling outcomes</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<p>Vocabulary, Grammar and punctuation</p>	<p>Pupils should:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
<p>Word reading</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<p>Comprehension</p>	<p>Pupils should:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - - reading books that are structured in different ways and reading for a range of purposes

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- using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- 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
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.