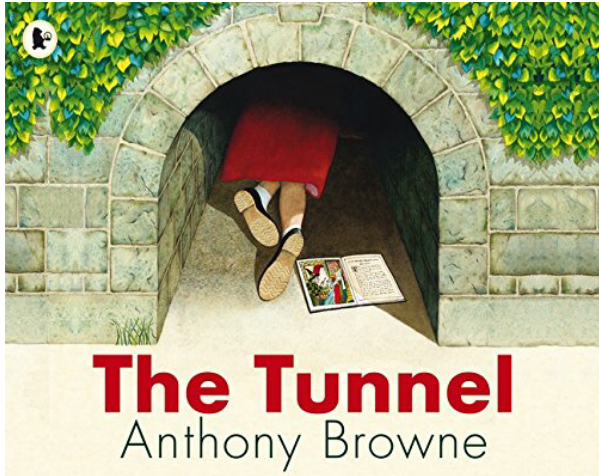


Autumn Term

Week 1

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
 - I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text.
- I can retell simple and familiar stories, such as fairy tales.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

Spelling

Homophones and near homophones.

here
hear
knot
not
mail
male
ball

Grammar and Punctuation objectives

- **Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]**
To build on skills learned in Year 2, children need to be able to identify noun phrases in sentences.
Children should know that expanded noun phrases can be made by using adjectives.
Children should also know that a noun phrase can be made up of a determiner and a noun, for example

bawl
groan
grown

the dog, but they might not know the vocabulary of determiner. Focused Questions - What is a noun? What is a noun phrase? Can you identify the noun phrase in this sentence?

Learning how to use both familiar and new punctuation correctly including: full stops, capital letters, exclamation marks, question marks

Children should know that a sentence is made up of words and must include a noun and a verb and that other types of words can be included to add more information, such as adjectives and adverbs.

This step focuses on all four types of sentences (statements, questions, exclamations and commands) and how the grammatical patterns are used to create sentences.

Children should know that a sentence must include punctuation which is dependent on the sentence type. Focused Questions - What are the four types of sentences? What word types are in this sentence?

Can you remove the adjective/adverb? Does the sentence still make sense? Can you remove the noun/verb? Does the sentence still make sense?

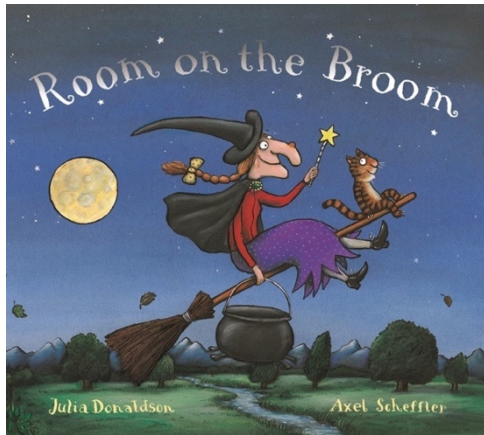
Writing Objectives

Re-tell the story from Rose's perspective (diary entry)

- I am beginning to create settings, characters and plot in narratives.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives.
- I use a neat, joined handwriting style with increasing accuracy.

Week 2

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text.
- I can retell simple and familiar stories, such as fairy tales.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from a text.

Spelling

Homophones and near homophones

meat
meet
berry
bury
peace
piece
break
brake
saw
sore

Grammar and Punctuation objectives

Different Types of Sentences This step should focus on identifying the different types of sentences (statements, questions, exclamations and commands) and how the grammatical patterns indicates its features.
How do you know this is a statement/question/exclamation/command? (Provide examples without punctuation to give it away).
Is this a command or an exclamation sentence?
How could you reorganise the order of words in this sentence to change the sentence type?

Expanding sentences. Introduce the term 'subordinating conjunction'.
Children should be able to identify which subordinating conjunction is required to join two sentences together so that it makes sense, i.e. 'I turn the light off when I go to bed.' rather than 'I turn the light off that I go to bed.'

- What subordinating conjunction could you use to join these two sentences together?

- Are there any other subordinating conjunctions you could use instead?
 - How do you know it is the correct subordinating conjunction to use?
- Using commas in lists.** From Year 2, children should know that a comma is sometimes necessary in a noun phrase if there is more than one adjective.
- What punctuation mark should go between these two adjectives?
 - How many commas do you need in this list of items?

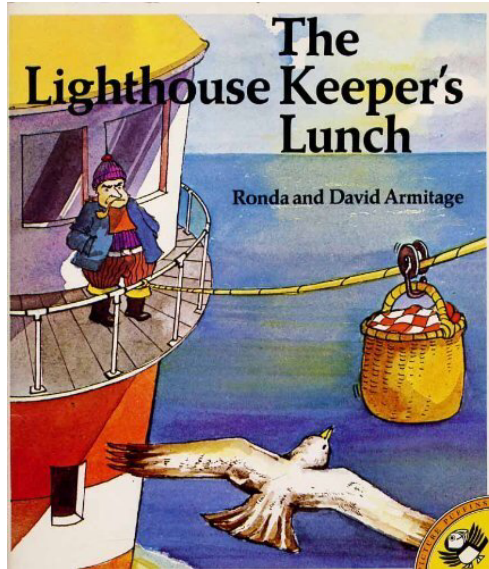
Writing Objectives

Re-tell the story in own words. (Narrative)

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use a neat, joined handwriting style with increasing accuracy

Week 3

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
 - I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
 - I can read further exception words, noting unusual correspondences between spellings and sounds.
 - I can use dictionaries to check the meaning of words that I have read.
 - I can explain the meaning of words in context, within age appropriate books.
 - I can discuss my understanding of a text.
 - I can retell simple and familiar stories, such as fairy tales.
 - I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
 - I can justify inferences with evidence.
 - I can use my understanding of a text to predict what might happen.
 - I can identify main ideas drawn from more than one paragraph.
 - I can summarise main ideas in fiction and non-fiction texts.

Spelling

Words with the /ei/sound spelt ei, eigh or ey

- eight
- they
- obey
- vein
- weigh
- neighbour
- eighth
- neigh
- beige
- sleigh

Grammar and Punctuation objectives

Apostrophes for contractions. In Year 2, children should have looked at using an apostrophe for contractions, including can't, didn't, hasn't, couldn't, it's, I'll . Children should understand that the apostrophe symbol is used to show where letters have been omitted in order to combine two words. What does this apostrophe symbol mean in this word? What two words have been combined to make this contraction? What letters are missing from these words?

Apostrophes for possession. In Year 2, children should have looked at using an apostrophe for possession, including Megan's, Ravi's, the girl's, the child's, the man's .

- Children should understand that the apostrophe is added to the noun who owns the item, i.e. the boy's computer rather than the boy computer's or the computer's boy..
- This step only covers single possession as plural possession will be covered in Year 4.

- Who belongs to who in this sentence?
- Which word needs an apostrophe to show it owns an item?

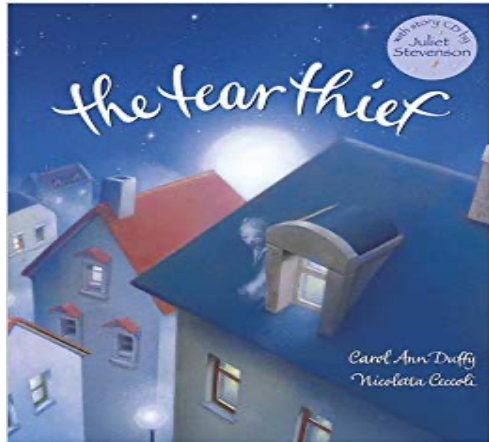
Writing Objectives

Create an alternative version of the story with a different problem (narrative)

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction.
- I use apostrophes for possession.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.

Week 4

Text
Mental Health Week - youtube



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.

Spelling
Statutory list - random

eight
arrive
breath
circle
fruit
guard
height
often
popular
eighth

Grammar and Punctuation objectives

Past and present verb tense. Children need to understand that the verbs in a sentence tell us whether the tense is past or present.
This step focuses on the simple present tense which uses the present form of the base verb and the simple past which uses the past form of the base verb. Children should begin to understand that regular verbs can be changed by adding the suffix '-ed', but irregular verbs cannot be changed in this way, for example speak changes to spoken, not speaked.
Which word is the verb in this sentence? Is the verb in the present or past tense? How do you know?
What is the past form of these regular verbs? What is the past form of these irregular verbs?

Progressive past and present tenses. This step focuses on the progressive form of past and present tenses. Children should understand that if they want to write about something that is still happening, they need to use the present progressive tense (although they may not know this vocabulary explicitly). The present progressive tense is made up of the present

form of the verb 'to be' (am, are or is) and the present participle (base verb + ing). I am eating my lunch. Children should also understand that they can use the progressive form in the past tense. This is used to show an activity that happened in the past, and continued for a while. The past progressive tense is made up of the past form of the verb 'to be' (was, were) and the present participle (base verb + ing). I was eating my lunch.

What is the present form of 'to be'? What is the past form of 'to be'? What is the present participle of this verb? Is this sentence written in the past progressive or present progressive tense? How do you know?

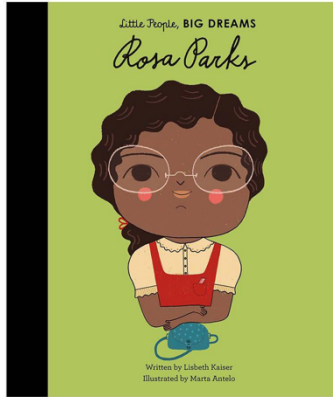
Writing Objectives

Write a first person account as the 'Tear Thief'

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction and possession.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use a neat, joined handwriting style with increasing accuracy.

Week 5

Text
Black History Month – October



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can discuss my understanding of a text.
- I can retell simple and familiar stories, such as fairy tales.
- I recognise different genres and styles.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can justify inferences with evidence.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling
Word with the /sh/ sound spelt ch

- chef
- chalet
- machine
- brochure
- chute

Grammar and Punctuation objectives

What is a vowel? For this step, children need to understand the term vowel which often refers to the 5 vowel letters, a, e, i, o and u. The English language includes 5 vowel letters and a variety of vowel sounds. It is important that children understand the term vowel includes both the letters and sounds as this is used in a later step. The letter y is not recognised as a vowel letter, but is often used to create a vowel sound in words such as fly,

parachute
moustache
quiche
chauffeur
chandelier

spy, gym, rhythm, which don't have any vowel letters in the spelling. Which letters are vowels? What is the vowel sound in this word? Is the letter y a vowel letter? What words are spelt without a vowel letter?


What is a consonant? Children need to understand the term consonant which refers to the 21 consonant letters. The English language includes 21 consonant letters and a variety of consonant sounds. Children should know that words are made up of both vowels and consonants apart from words that use the letter y as a vowel sound. Which letters are consonants? What are the consonant sounds in these words? Are they spelt the same way?

Writing Objectives

Children to write an explanation text about why Rosa Parks is a hero.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use 'a' or 'an' correctly most of the time.
- I use a neat, joined handwriting style with increasing accuracy.

Week 6

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can read books that are structured in different ways and for a range of purposes. • I can discuss my understanding of a text. • I recognise different genres and styles. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can justify inferences with evidence. • I can identify main ideas drawn from more than one paragraph. • I understand what I read independently by identifying how language, structure and presentation contribute to meaning. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
<p style="text-align: center;"><u>Spelling</u> Challenge words</p> <p>All words practised at random from this half term and tested on Friday.</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>The, a or an? This step introduces the use of an article to define whether a noun is specific/known (the) or general/unknown (a/an). Children should understand that a definite article is used to refer to a specific/known person or thing, which may have been mentioned before. An indefinite article is used to refer to a general/unknown person or thing, such as 'a bus' meaning any bus.</p> <p>It is important that children also know the difference between the two indefinite articles, a and an. Children should understand to use a before a word that has a consonant sound at the beginning and to use an before a word that has a vowel sound at the beginning. Children should look at words that start with a consonant letter but have a vowel sound, such as an hour, as well as words that</p>

start with a vowel letter but have a consonant sound, such as a university. What word is used for a definite article? What word is used for an indefinite article? Would you use a or an in front of this word? Should you use the or a/an for this word?

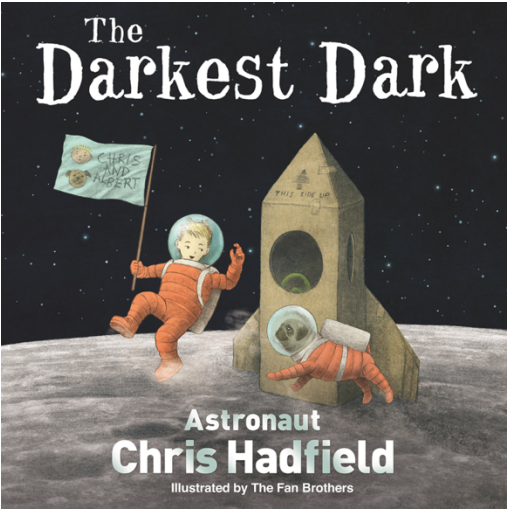
Recognising determiners Children should now be introduced to other types of determiners and how they modify nouns. A determiner can come immediately before a noun or before an adjective in a noun phrase, and they are included as part of the noun phrase. In this step, children will look at other types of determiners including demonstrative (that, these, which), numbers and quantifiers (one, many, half) and possessive (his, their, its). Which word is the determiner in this noun phrase/sentence? What types of determiners are there? What type of determiner is the word his?

Writing Objectives

Write a guide to look after another kind of Halloween being e.g. werewolf, witch, monster (non-chronological report)

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use 'a' or 'an' correctly most of the time.
- I use a neat, joined handwriting style with increasing accuracy.

Week 7

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can discuss my understanding of a text. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can draw inferences about characters' feelings, thoughts and motives. • I can justify inferences with evidence. • I can identify main ideas drawn from more than one paragraph. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u></p> <p>Endings which sound like /shun/ spelt - cian</p> <p style="text-align: center;"> musician electrician magician optician politician mathematician physician technician dietician beautician </p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Using determiners Now that children can recognise the different types of determiners used in noun phrases and sentences, they should begin to understand how to choose which determiner is most appropriate. Children should build on their knowledge of choosing a or an, and understand how different determiners can modify a noun, for example, lots of children compared to few children. Children should be able to explain why they have chosen to use a certain determiner in their work.</p> <p>What determiner could you use to modify this noun? Discuss the differences between determiners and how they modify nouns differently. What article/possessive/demonstrative/quantifying determiner could you add to this noun phrase?</p>
<p><u>Writing Objectives</u></p>	

Write a reply letter to Chris from Neil Armstrong, telling him about his experience in space.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use 'a' or 'an' correctly most of the time.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 8

Text

Anti-bullying week.

Daisy Chain – Narrated by Kate Winslet



<https://youtu.be/PGxmschhkNg>

Reading objectives

- I can discuss my understanding of a short film.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one scene.
- I can summarise main ideas in fiction and non-fiction texts.
- I can show understanding by identifying how language, structure and presentation contribute to meaning.
- I can participate in discussions, taking turns and listening to what others say.

Spelling

The /i/ sound spelt y

Grammar and Punctuation objectives

myth
gym
Egypt
pyramid
mystery
crystal
symbol
syrup
cygnet
lyric

What is a clause? From KS1, children may already know that a clause is a group of words that include a verb and a noun (or a pronoun*). A clause can include other types of word classes, such as determiners, adjectives and adverbs. This step focuses specifically on main clauses. Children should be able to correctly punctuate their sentences with a capital letter and a full stop, question mark or exclamation mark. Some clauses include two or more nouns. It is important at this stage to recap that the nouns in the clause will have different 'jobs'. One of the nouns should tell the reader who is doing the verb. The other noun(s) in the sentence are the objects. For example, in the clause 'the tired dog sits comfortably on his bed', the verb is 'sit', the noun doing the sitting is the 'dog' and the noun being sat on is the 'bed'. The term pronoun is introduced in Year 4, however children should know words such as I, he, she, him, her and it.

Co-ordinating conjunctions From KS1, children should know four of the seven co-ordinating conjunctions and their uses. These are: and, but, or and so.

And is used to join two clauses which agree with each other; but is used to join two clauses that contrast with each other; or is used to join two options together; and so is used to join a second main clause which explains the first main clause or is a result of it. Children should be introduced to the final three co-ordinating conjunctions: for, nor and yet. These co-ordinating conjunctions are not as commonly used as the other four, however children should still learn how they can be used in their writing. For is used to explain the main clause further (I went to bed early for I was extremely tired); nor is used in the negative and adds further negative alternatives (John did not like the pie nor the chips); yet is used to show how something in the main clause has been overcome (I had been poorly over the weekend yet I still completed my homework).

What are the seven co-ordinating conjunctions?

Explain how each conjunction can be used to join two main clauses together.

Writing Objectives

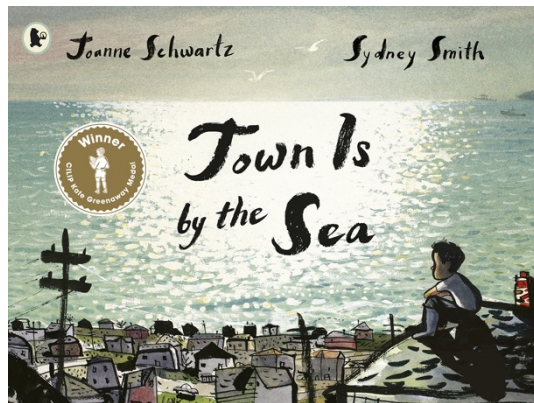
Write 2 diary entries. One from main character's perspective and one from a bully's perspective (focus on emotive writing)

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.

- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use 'a' or 'an' correctly most of the time.
- I use a neat, joined handwriting style with increasing accuracy.

Week 9

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

Spelling

Grammar and Punctuation objectives

The /u/sound spelt ou

Young
touch
double
trouble
country
rough
enough
tough
cousin
couple

Subordinating conjunctions From KS1, children should know the following subordinating conjunctions: because, that, when and if. Children may know that these conjunctions are called subordinating conjunctions and are used to add extra information to the main clause. This subordinating conjunction and extra information is called a subordinate clause and must include a verb and noun (or pronoun – see step 1).

There are many other words that are used as subordinating conjunctions, such as before, after, while and although. Before and after are used to explain when the main clause happened; while explains what is happening at the same time as the main clause; and although is used to explain that the main clause took place even though some happened that may have affected it. It is important that children understand how these words are used as subordinating conjunctions and that the information that follows it must include a verb and a noun in order for it to be a subordinate clause (especially before and after which can also be used as prepositions).

Children need to know that a subordinate clause does not make sense on its own and must be paired with a main clause. The subordinating conjunction is included within the subordinate clause.

Which word is the subordinating conjunction? Which clause is the main clause? Which clause is the subordinate clause? How do you know? Does this subordinate clause make sense on its own? Why not?

Writing Objectives

Setting description. Describe inside the mine or outside. Some children may wish to compare both.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.

- I use coordinating conjunctions to create compound sentences.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 10

Text

Poetry

At the Seaside, I Eat Spaghetti with a Spoon, My Invisible Dragon.



(Youtube)

Reading objectives

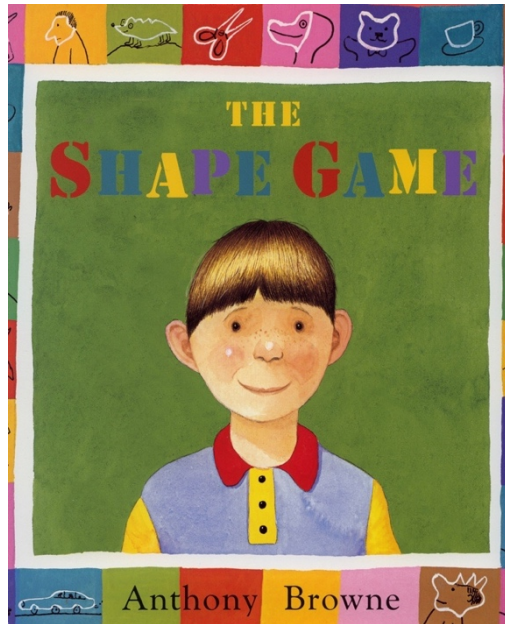
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can discuss my understanding of a text.
- I can retell simple and familiar stories, such as fairy tales.
- I recognise different genres and styles.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can recognise different forms of poetry (performance poetry, acrostic poetry and limericks).
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.

Grammar and Punctuation objectives

<p style="text-align: center;"><u>Spelling</u> Statutory list - random difficult famous extreme guide heart history popular minute natural believe</p>	<p>Conjunctions to express time This step focuses specifically on conjunctions which are used to express time. These conjunctions include when, before, after, while and and. Other examples of conjunctions to express time include: until, since, once, meanwhile, as and as soon as.</p> <p>Conjunctions to express place • This step focuses specifically on conjunctions which are used to express place. These conjunctions include where and wherever. Both where and wherever are used to explain the location of the main clause, for example ‘Lily always hid her diary where no one else could find it.’ and ‘Jonah reads a book wherever he is.’ There are no other conjunctions of place as place is usually explained through prepositional phrases, which will be taught in Spring Block</p> <p>Conjunctions to express cause Conjunctions can also be used to express cause. These conjunctions are called causal conjunctions and include so, because, for and yet.</p> <ul style="list-style-type: none"> • So is used to join a second main clause which explains the first main clause or is a result of it; because is used to give an explanation or reason for the main clause; for is used to explain the main clause further; and yet is used to show how something in the main clause has been overcome. • Other causal conjunctions include: although, as a result, by, due to, in case, in order, since, so that, therefore, though, unless, until.
<p style="text-align: center;"><u>Writing Objectives</u> Re-tell the story of the three little pigs in a rhyming poem.</p> <ul style="list-style-type: none"> • I am beginning to use ideas from own reading and modelled examples to plan my writing. • I can proof-read mine and others’ work to check for errors with increasing accuracy, and make improvements. • I make deliberate ambitious word choices to add detail. • I am starting to organise my writing into stanzas around a theme. • I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it. • I use apostrophes for contraction. • I include adjectives and adjective strings. • I can spell some of the Year 3 and 4 statutory spelling words correctly. • I use a neat, joined handwriting style with increasing accuracy. 	

Week 11

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

Prefixes - in

inactive
incorrect
incredible
independent
incomplete
incapable
incompatible
inconsiderate
indefinitely
inability

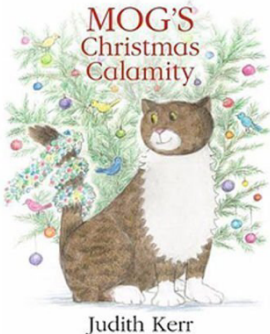
Grammar and Punctuation objectives

Using conjunctions to express time, place and cause. In this step, children use their knowledge of conjunctions to decide whether the subordinate clause or co-ordinating conjunction and main clause has been used to express time, place or cause. Children should understand the difference between how the conjunctions are used and how different conjunctions can alter the meaning of the sentence. Children should be able to explain what type of extra information will be included when given the main clause and the conjunction. Is the conjunction in the sentence used to express time, place or cause? How do you know? What other conjunctions can we swap it for so that the sentence still makes sense?

Writing Objectives

Use one of the paintings displayed in Tate Britain – children to create the story for that piece.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.2w
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

<p style="text-align: center;">Text Use the advert – available on YouTube</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss my understanding of a short film. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the story.. • I can draw inferences about characters' feelings, thoughts and motives. • I can justify inferences with evidence. • I can use my understanding of a story to predict what might happen. • I can select and retrieve information from fiction.
<p style="text-align: center;"><u>Spelling</u> Consolidation. All words practised at random this term. Test on Friday.</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>This week should be used to recap on the objectives covered this term and to assess understanding.</p>
<p style="text-align: center;"><u>Writing Objectives</u> Write the narrative for the story.</p> <ul style="list-style-type: none"> • I am beginning to use ideas from own reading and modelled examples to plan my writing. • I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements. • I make deliberate ambitious word choices to add detail. • I am beginning to create settings, characters and plot in narratives. 	

- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 13

Spelling

Consolidation.

All words practised at random this term. Test on Friday.

This week has been left blank to allow for faith week activities, engineering week etc.

Spring Term

Week 1

Text

Poetry – Chocolate cake – Michael Rosen (YouTube video)



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I recognise different genres and styles.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can recognise different forms of poetry (performance poetry, acrostic poetry and limericks).
- I can ask relevant questions to improve my understanding.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.

Spelling

Recap Autumn term

optician
pyramid
trouble
country

Grammar and Punctuation objectives

What is an adverb? Children need to know that an adverb can be formed by adding -ly to words, but there are exceptions to this rule, e.g. fastly. This step focuses specifically on identifying adverbs and how they are used to describe a verb and modify a sentence. Children need to know that adverbs describe verbs in different ways. They describe how, how often,

incomplete
mail
male
piece
vein
parachute

when or where a verb is done. Children should be able to use their knowledge of word classes to recognise adverbs in sentences and explain how they have been used. Children should know that adverbs can move location within a sentence. Identify the verb in this sentence. What adverb can be added to the verb to give extra detail? Identify the adverb in this sentence. Is the adverb telling us how or when the verb is done? Is the adverb telling us how often or where the verb is done? Which adverb tells us where a verb is done?

Adverbs to express time Once children can recognise adverbs, they need to move on to using adverbs in their sentences. This step focuses specifically on adverbs to express time, for example: then, next, soon. Children should be able to use adverbs of time in their writing and explain why they have chosen a specific adverb to describe the verb in that sentence. What adverbs can be used to describe time? Which word is the adverb of time in this sentence? Explain how moving the adverb to the start of the sentence affects the meaning.

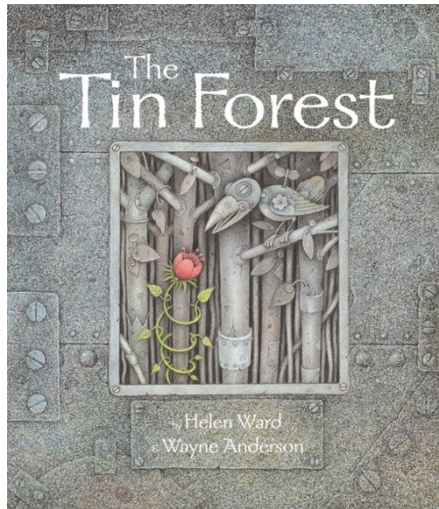
Writing Objectives

Create their own poem about cake focussing on the senses (Eat cake as a stimulus to writing)

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 2

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
 - I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

Prefixes - super

supermarket
superstar
superman
superhuman
supersonic
superfine
superficial
supercomputer

Grammar and Punctuation objectives

Adverbs to express place This step focuses specifically on adverbs to express place, for example: here, there, nowhere, everywhere. Adverbs of place are usually positioned after the main verb or object; or can sometimes be positioned at the end of a sentence. Children should be able to use adverbs of place in their writing and explain why they have chosen a specific adverb to describe the verb in that sentence. What adverbs can be used to describe place? Which word is the adverb of place in this sentence? What type of adverb has been used in this sentence? (examples of time or place adverbs only)

supertanker
superstructure

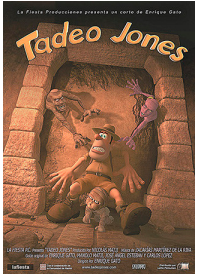
Adverbs to express cause This step focuses on adverbs to express cause, for example: therefore, as a result, consequently. An adverb to express cause provides more information about what happens as a result of the verb in the sentence, for example: The rain came, however the garden party still went ahead. Adverbs to express cause can be positioned either at the start of a sentence or in the middle of the sentence. It is used to explain more about the main clause. Children should be able to use adverbs of cause in their writing and explain why they have chosen a specific adverb to describe the verb in that sentence. What words can be adverbs of cause? Identify the adverb in the sentence(s) below. What type of adverb has been used in this sentence? (examples of time, place and causal adverbs)

Writing Objectives

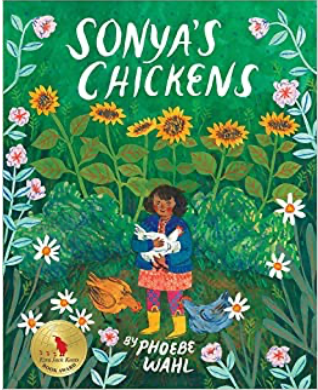
Write comparative setting descriptions, before and after the forest.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 3

<p style="text-align: center;">Text</p> <p style="text-align: center;">https://www.literacyshed.com/the-egyptian-pyramids.html</p> <p style="text-align: center;">Short film – Tadeo Jones</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can discuss my understanding of a story. • I can retell simple and familiar stories, such as fairy tales. • I recognise different genres and styles. • I can ask relevant questions to improve my understanding of the film. • I can draw inferences about characters' feelings, thoughts and motives. • I can justify inferences with evidence. • I can use my understanding of a film to predict what might happen. • I can identify main ideas drawn from more than one section. • I can summarise main ideas in fiction stories. • I can participate in discussion about both stories, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u></p> <p style="text-align: center;">Prefixes -im</p> <p style="text-align: center;">immature impossible impatient imperfect immortal impolite immovable improbable imbalance impeccable</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Adverbs to express time, place and cause. Now that children can use adverbs to express time, place and cause, they will practise using all three types together. Children should be able to use adverbs of time, place and cause in their writing and explain why they have chosen a specific adverb to describe a verb in a specific sentence. Children should know that adverbs can move location within a sentence, depending on their type.</p> <p>Focused Questions</p> <ul style="list-style-type: none"> • Is the adverb in the sentence expressing time, place or cause? • Identify the two types of adverb in the sentence(s) below. • What type of adverb has been used in this sentence? (examples of time, place and causal adverbs)
<p style="text-align: center;"><u>Writing Objectives</u></p> <p style="text-align: center;">Re-tell the story (first or third person)</p> <ul style="list-style-type: none"> • I am beginning to use ideas from own reading and modelled examples to plan my writing. • I demonstrate an increasing understanding of purpose and audience. 	

- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can use dictionaries to check the meaning of words that I have read. • I can explain the meaning of words in context, within age appropriate books. • I can discuss my understanding of a text. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can draw inferences about characters' feelings, thoughts and motives. <ul style="list-style-type: none"> • I can justify inferences with evidence. • I can use my understanding of a text to predict what might happen. • I can identify main ideas drawn from more than one paragraph. • I can summarise main ideas in fiction and non-fiction texts. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u> Statutory list - Random</p> <p style="text-align: center;">appear material library perhaps sentence various regular bicycle possess</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>What is a preposition? A preposition conveys the relationship of a noun or pronoun to another part of a sentence and can be used to express time, place or cause, for example: I will play out after dinner; The cat was under the bed; He tripped over because of the fallen branch. Children should become familiar with common prepositions, for example: before, after, during, in and because of. Which word is the noun? Which word is the preposition? What other prepositions could be used to change the meaning of this sentence? How many prepositions can you think of to express where the noun is?</p> <p>Prepositional phrases. Once children are familiar with what a preposition is, they can begin writing prepositional phrases.</p>

caught

A prepositional phrase is a preposition followed by the object (noun, pronoun or noun phrase), for example: They ran down the hill, where 'down' is the preposition. Prepositional phrases can act as adjectives to describe a noun or pronoun or as adverbs to describe a verb, for example: Jack saw a monkey hiding in a tree.

Focused Questions

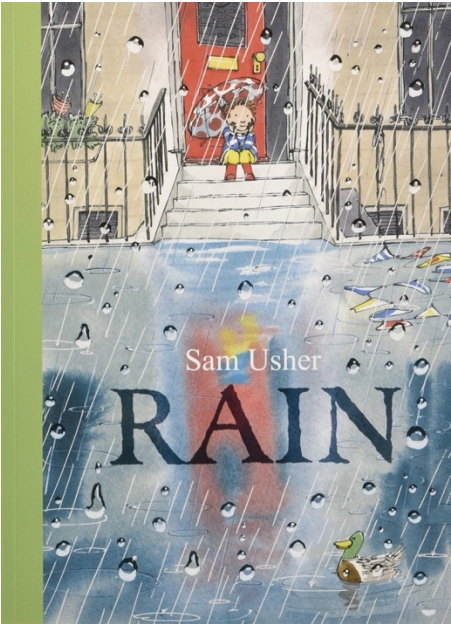
- Use the preposition 'in' to create a prepositional phrase.
- What does this prepositional phrase express about the noun in this sentence?
- Underline the prepositional phrase in the sentence.

Writing Objectives

Write a guide on how to look after chickens (non-fiction)

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 5

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can read books that are structured in different ways and for a range of purposes. • I can use dictionaries to check the meaning of words that I have read. • I can explain the meaning of words in context, within age appropriate books. • I can discuss my understanding of a text. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can draw inferences about characters' feelings, thoughts and motives. <ul style="list-style-type: none"> • I can justify inferences with evidence. • I can use my understanding of a text to predict what might happen. • I can identify main ideas drawn from more than one paragraph. • I can summarise main ideas in fiction and non-fiction texts. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u> Endings which sound like /shun/</p> <p style="text-align: center;">Division Invasion Confusion</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Prepositions of time In this step, children will use prepositional phrases to express time within sentences, for example: It's my birthday in March; I'm going to visit my gran on Sunday. Some common prepositions to express time include: yesterday, on Monday, last month, at 3pm. Some children may begin to experiment with the positioning of the prepositional phrase within the sentence.</p>

Decision
Collision
Television
Abrasion
Expansion
Erosion
excursion

Focused Question

- Add a prepositional phrase to express time to this sentence.

Prepositions of place Once children are confident in using prepositional phrases to express time, they can move on to using them to express place, for example: My pencil is under the book. Some common prepositions to express place include: under, over, above, on top of, behind, in the box, below. Some children may experiment with the positioning of their prepositional phrase within a sentence.

Focused Questions

- Add a prepositional phrase to express place to this sentence.
- Replace this prepositional phrase to change the meaning of the sentence.

Prepositions of cause In this step, children will use prepositional phrases to express cause. For example: They ran inside because of the rain. Some common prepositions to express cause include; due to, because of, as a result of, for, through, on account of. Some children may experiment with the positioning of their prepositional phrase within a sentence.

Focused Questions

- Add a prepositional phrase to express cause in this sentence.
- Replace this prepositional phrase to change the meaning of the sentence.

Writing Objectives

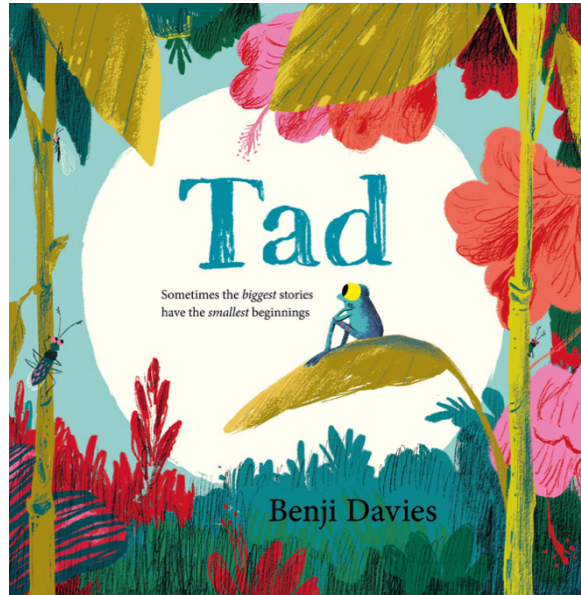
Write the story from the point the boy and his grandad go out in the rain. (Choose to write from boy or grandad's perspective)

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.

- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 6

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling Consolidation

Grammar and Punctuation objectives

All words practised at random this half term and then assessed on the fifth day.

Using prepositions to express time, place and cause. In previous steps, children have learned to use prepositions and prepositional phrases to express time, place and cause.

In this step, children will consolidate their learning and use a mixture of prepositions and prepositional phrases to express time, place or cause. Some children may experiment with the positioning of prepositional phrases within a sentence.

Focused Questions

- Add a prepositional phrase to express time/place/cause in this sentence.
- Replace this prepositional phrase to change the meaning of the sentence.
- Does this preposition/prepositional phrase express time, place or cause?

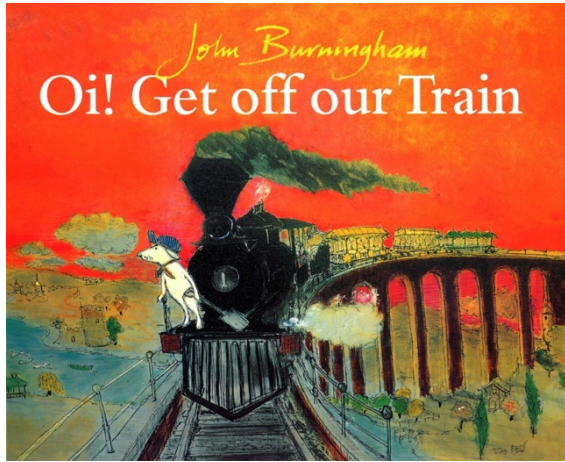
Writing Objectives

Write a diary entry as Tad at different stages of the story.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I use a neat, joined handwriting style with increasing accuracy.

Week 7

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

Endings that sound like /shun/ spelt -tion

- action
- mention
- position
- solution
- fiction
- option
- caution
- relation

Grammar and Punctuation objectives

Recognising direct speech Some children may already be familiar with reading direct speech and may recognise the way that direct speech is usually punctuated.

- This step focuses on consistently recognising and identifying direct speech within a text.
- Direct speech shows dialogue exactly as it is spoken, demarcated by inverted commas. For example: "Are you meeting me there?" asked Mum.
- Direct speech is usually preceded or followed by a reporting clause. For example: Sam shouted, "She's over there!". "She's over there!" shouted Sam. Focused Questions

introduction
construction

- Which words are being spoken? How do you know?
- Which words are the reporting clause?

Writing Objectives

Rewrite the story as a play script. (Supports the identification of direct speech)

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use inverted commas in direct speech.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 8

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss my understanding of a text.
- I can retell simple and familiar stories
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

Endings which sound like /shun/ - sion

- Expansion
- Extension
- Comprehension
- tension
- suspension
- apprehension
- dimension

Grammar and Punctuation objectives

Punctuating direct speech Now that children can recognise direct speech, they can begin to punctuate it and correct missing punctuation.

- Inverted commas should be used to demarcate direct speech. For example: "Are we going out for dinner?" asked Millie.
- Dialogue should start with a capital letter and be separated from its reporting clause by a comma, exclamation mark or question mark. For example: "I'll meet you there," said Jack. "Quick, run away!" shouted Sarah.

pension
diversion
confession

- Should the reporting clause be positioned before dialogue, it should be separated from the words spoken by a comma. For example: Lily asked, “What is the time?”
- When the words spoken are not a question or an exclamation, a full stop should be used before the closing inverted comma if the reporting clause precedes the words spoken. Focused Questions
- Where should the inverted commas go in this sentence?
- Can you change this sentence so that the reporting clause comes before the words spoken?
- Is this direct speech punctuated correctly?
- Add the correct punctuation to this sentence to indicate direct speech.

Writing Objectives

Design their own box monster/animal. Write an advert promoting their creation as the perfect toy.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others’ work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use ‘a’ or ‘an’ correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 9

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can read books that are structured in different ways and for a range of purposes.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

Prefix -re

redo
refresh
return
reappear
redecorate
replay
reaction

Grammar and Punctuation objectives

Writing direct speech In the previous steps, children have learned to recognise and punctuate direct speech.

- In this step, children will begin to write direct speech using correct punctuation. Focused Questions
- Have you used inverted commas accurately?
- Have you separated the reporting clause from the words spoken accurately?

review
recycling
rebound

Writing Objectives

Create their own insect and write a description.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I use a neat, joined handwriting style with increasing accuracy.

Week 10

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can read books that are structured in different ways and for a range of purposes.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

Statutory list - random

Imagine
Decide
Group
Learn
Weight

Grammar and Punctuation objectives

Introducing present perfect This step focuses on introducing the present perfect tense.

- The present perfect tense describes an event or action which has happened in the past at an unspecified time, or an action that began in the past but is continuing in the present.

Build
Early
Island
Grammar
Therefore

- It is formed using the auxiliary verb form have or has, followed by the past participle. For example: He has worked here for two years. Where has is the auxiliary verb and worked is the past participle. Focused Questions
 - What is the present perfect tense?
 - Is this present perfect or simple past tense?
- Recognising the present perfect form in sentences** Now that children have been introduced to the present perfect tense, they can begin to recognise it within sentences.
- From the previous step, children should know that the present perfect tense is recognised through the use of the auxiliary verb have or has, followed by the past participle.
 - The simple past just describes an action which has begun and ended in the past. For example: I smiled.
 - In this step, children will recognise the present perfect tense when used alongside the simple past tense.
- Focused Questions
- Which sentence is written in the present perfect tense? How do you know?
 - Underline the words that show this is in the present perfect tense.

Writing Objectives

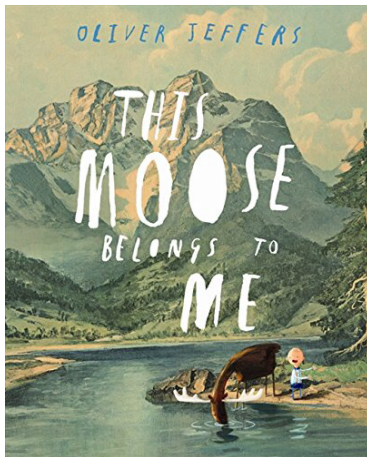
Re-write the story from the perspective of the giant.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use inverted commas in direct speech.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.

- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.

Week 11

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can read books that are structured in different ways and for a range of purposes.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

Words with endings -ure
Measure

Grammar and Punctuation objectives

Using the present perfect form in sentences • In this step, children will build on their learning from the previous steps and begin to use the present perfect tense in sentences.

Treasure
Pleasure
Enclosure
Creature
Furniture
Picture
Nature
Adventure
feature

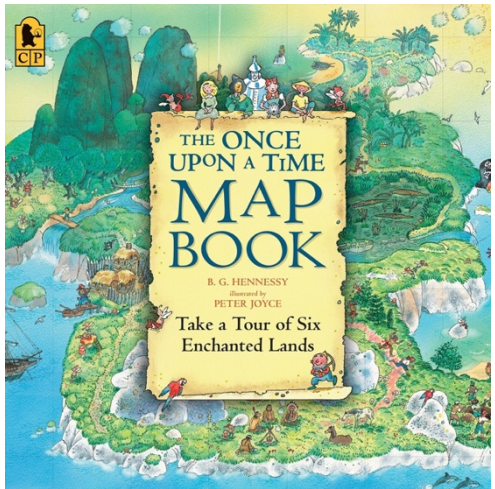
- Children should be able to convert between the simple past tense and present perfect tense. For example: Simple past 'I laughed' becomes the present perfect 'I have laughed'. Focused Questions
- Convert the sentence from the simple past to the present perfect.
- Write a sentence in the simple past. What do you need to add to make your sentence into the present perfect tense?

Writing Objectives

Write a set of rules for their own wild animal on How to behave like a pet e.g. lion, bear etc.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately..
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.

Week 12

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can read books that are structured in different ways and for a range of purposes. • I can discuss my understanding of a text. • I can retell simple and familiar stories, such as fairy tales. <ul style="list-style-type: none"> • I recognise different genres and styles. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can justify inferences with evidence. • I can identify main ideas drawn from more than one paragraph. • I can summarise main ideas in fiction and non-fiction texts. • I understand what I read independently by identifying how language, structure and presentation contribute to meaning. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u> Consolidating. All words practised at random this half term and then assessed on the fifth day.</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>This week should be used to recap on the objectives covered this term and to assess understanding.</p>
<p style="text-align: center;"><u>Writing Objectives</u></p> <p>Children to create their own map page and include points of interest and instructions to travel through their land.</p>	

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 13

Spelling

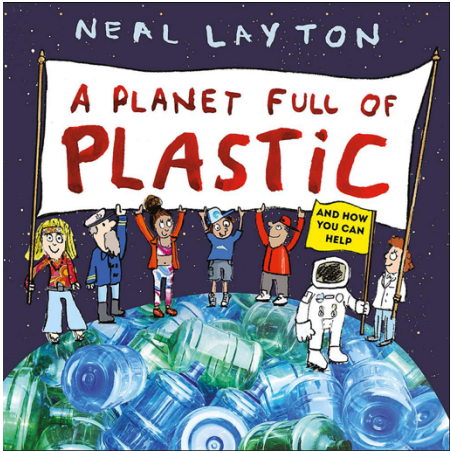
Consolidating.

All words practised at random this half term and then assessed on the fifth day.

This week has been left blank to allow for faith week activities, engineering week etc.

Summer Term

Week 1

<p style="text-align: center;">Text</p> <p style="text-align: center;">Earth week Always 22rd April so change weeks around accordingly.</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can read books that are structured in different ways and for a range of purposes. • I can use dictionaries to check the meaning of words that I have read. • I can explain the meaning of words in context, within age appropriate books. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can identify main ideas drawn from more than one paragraph. • I can summarise main ideas in fiction and non-fiction texts. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
<p style="text-align: center;"><u>Spelling</u> Recap – Spring Term</p> <p style="text-align: center;">Enclosure Creature Redecorate Extension Comprehension Mention Position Immature Supermarket missed</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Types of Nouns • In Year 2 Autumn Block 3, children learnt about common, proper and collective nouns, and also noun phrases. In this step, children will recap the different types of nouns.</p> <ul style="list-style-type: none"> • Common nouns include everyday objects, people, places, animals etc. They do not require a capital letter. Collective nouns refer to groups of things or people. For example: a swarm of bees, a crowd of people, a bunch of bananas. Proper nouns are names given to particular people, places, religions, periods of history etc. They always require a capital letter. For example: I read the Bible; My grandfather died during World War 2; I am going to meet Isaac. • What type of noun is this? • Is this a proper noun? How do you know? • Identify the proper noun in this sentence.

- Add a collective noun to the sentence.
- Recognising abstract nouns** In their previous learning, children have studied common nouns. Common nouns are either concrete or abstract, and in this step children will learn to recognise abstract nouns.
- A concrete noun – also a common noun – describes things that can be seen or touched. For example: sunshine, dog, teacher. Abstract nouns refer to things which cannot be seen or touched such as emotions, feelings, ideas or time. For example: morning; excitement; illness; bravery etc.
 - Is this an abstract noun? How do you know?
 - Is this abstract or concrete?
 - What is the difference between an abstract and concrete noun?
- Using abstract nouns** Once children are able to recognise abstract nouns, they can begin to use them. In this step children will focus upon building their own sentences using abstract nouns.
- Change this sentence to include an abstract noun.
 - Have you used an abstract noun? How do you know?

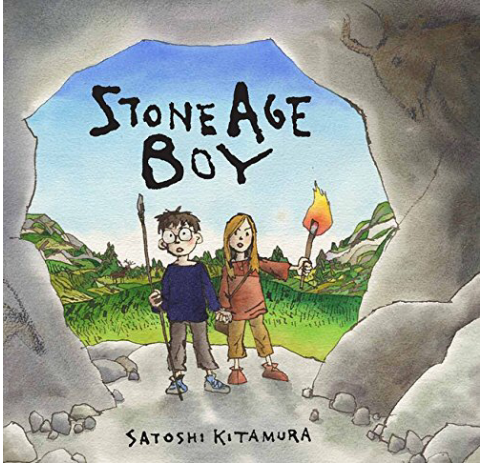
Writing Objectives

Create a persuasive poster/leaflet to encourage people to use less plastic/recycle/ save the oceans etc.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use apostrophes for contraction.
- I use coordinating conjunctions to create compound sentences.

- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 2

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss my understanding of a text. • I recognise different genres and styles. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can draw inferences about characters' feelings, thoughts and motives. • I can justify inferences with evidence. • I can identify main ideas drawn from more than one paragraph. • I can summarise main ideas in fiction and non-fiction texts. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
<p style="text-align: center;"><u>Spelling</u> Suffix -ly happy happily angry angrily gentle gently simple simply second secondly</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Sorting word types This step encompasses all word types learnt so far in Key Stage 1 and 2.</p> <ul style="list-style-type: none"> • In previous blocks and year groups, children have been introduced to nouns, verbs, adverbs, adjectives, prepositions, conjunctions and determiners. • Verbs describe what a thing or person is doing or being. For example: The giraffe ate the leaves. Adverbs add information to a sentence regarding how, when, where or how often something is happening. For example: We are always late; That is a very large cat; He escaped quietly. Adjectives are words used to describe a noun. For example: She needed a black t-shirt for the play. Prepositions are words which show the relationship of a noun or pronoun to a part of a sentence. For example: The box was underneath the bed. Conjunctions link parts of a sentence

together. They can be coordinating or subordinating. For example: He needed pears and apples; He needed pears and apples because he was making a pie. Determiners are words used directly before a noun to indicate a particular type, or something specific that is being referred to. Common determiners include: a, an, the, many, my, his, hers etc. Questions

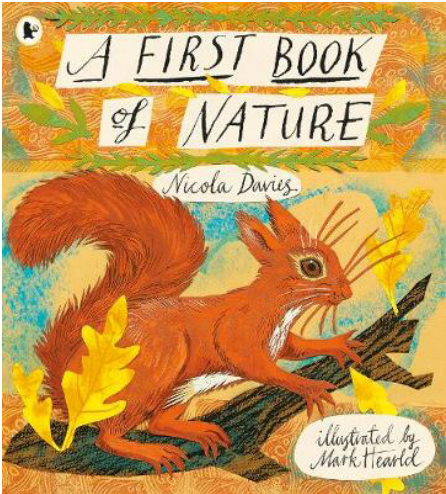
- Identify which class each word belongs to in the sentence.

Writing Objectives

Write a letter from the boy to a friend once he is home, explaining his adventure.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.

Week 3

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss my understanding of a text. • I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can recognise different forms of poetry (performance poetry, acrostic poetry and limericks). • I can ask relevant questions to improve my understanding of the text. • I can justify inferences with evidence. • I can identify main ideas drawn from more than one paragraph. • I understand what I read independently by identifying how language, structure and presentation contribute to meaning. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u></p> <p style="text-align: center;">Suffix -ly added to adjectives to make adverb.</p> <p style="text-align: center;">Sad Sadly Complete Completely Usual Usually</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Sequencing sentences</p> <ul style="list-style-type: none"> • In this step, children will learn how to sequence and group a variety of sentences that are linked to the same theme. • Children will be able to organise sentences into groups according to their theme, arranging them in the correct order. <p>Focused Questions</p> <ul style="list-style-type: none"> • Match the sentences that follow the same theme. • Write another sentence that could belong to this group of sentences.

Final
Finally
Humble
Humbly

- Re-organise the sentences, putting them into a better order.
- What is a paragraph?** Children should now have an understanding of how to group sentences together so that ideas linked to the same theme flow. In this step, children will be introduced to the idea of a paragraph as a group of sentences. Paragraphs are used to structure a long piece of writing, breaking it up into separate points to make it easier to read. Children will use what they have learnt by grouping sentences on a related theme to begin to recognise where to start new paragraphs in their writing. Children will also learn some features of paragraphs such as indenting the first few words of the text or inserting a line break; using headings and subheadings to introduce new paragraphs and starting a new line for any speech that is included.
- Identify the paragraphs in the text by writing the first word of each.
 - What is the subject of the second paragraph?
 - Why are the paragraphs here separate?

Writing Objectives

Create their own nature poem.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings.
- I am starting to organise my writing into stanzas around a theme.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 4

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a text to predict what might happen.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I understand what I read independently by identifying how language, structure and presentation contribute to meaning.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

Statutory list - random

earth
answer
busy
centre

Grammar and Punctuation objectives

Paragraphs in narrative Children should be familiar with the idea of a paragraph as a way of structuring a long piece of writing into separate points, making it easier to read.

- Children should have some knowledge of features of paragraphs, such as indenting text or inserting a line break; using headings and subheadings to introduce new paragraphs; and starting a new line for any speech that is included.

century
describe
exercise
February
Occasion
straight

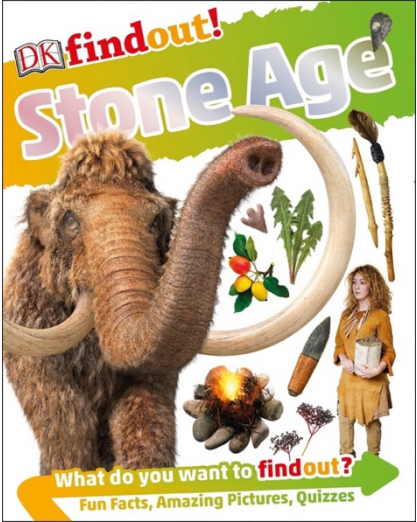
- In this step children will work on recognising and using paragraphs in narrative writing.
 - They will learn how to organise narrative writing into paragraphs.
- Focused Questions
- How could you separate these sentences into paragraphs?
 - Explain why a new paragraph has started.

Writing Objectives


Create a ship's log of Finn's voyage.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use inverted commas in direct speech.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.

Week 5

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can read books that are structured in different ways and for a range of purposes. • I can use dictionaries to check the meaning of words that I have read. • I can explain the meaning of words in context, within age appropriate books. • I can discuss my understanding of a text. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can identify main ideas drawn from more than one paragraph. • I can summarise main ideas in fiction and non-fiction texts. • I understand what I read independently by identifying how language, structure and presentation contribute to meaning. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u></p> <p style="text-align: center;">Homophones and near homophones</p> <p style="text-align: center;">Missed Mist Plane Plain</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Paragraphs in reports Children should be familiar with the idea of a paragraph as a way of structuring a long piece of writing into separate points to make it easier to read. Children should have some knowledge of features of paragraphs, for example: indenting the text on the first line; using headings and subheadings to introduce new paragraphs. In this step children will work on recognising and using paragraphs in report writing.</p>

<p>Scene Seen Rein Rain Blue blew</p>	<p>They will learn that ideas in reports can be separated into paragraphs to introduce different pieces of information about a particular topic. They will learn how to organise reports writing into paragraphs. The first paragraph will introduce the topic of the report, for example, badgers. The second and subsequent paragraphs will go on to explain specific details about the badger, for example, what they eat, where they live, what they look like. A final paragraph will summarise the main points of the topic.</p> <p>Focused Questions</p> <ul style="list-style-type: none"> • Underline a sentence which you think does not belong to the paragraph it is in. • Give each paragraph its own subheading.
<p style="text-align: center;"><u>Writing Objectives</u></p> <p style="text-align: center;">Create their own non-chronological report about the stone age.</p> <ul style="list-style-type: none"> • I am beginning to use ideas from own reading and modelled examples to plan my writing. • I demonstrate an increasing understanding of purpose and audience. • I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction. • I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements. • I make deliberate ambitious word choices to add detail. • I am starting to organise my writing into paragraphs around a theme. • I use the full range of punctuation from previous year groups mostly accurately. • I include adjectives and adjective strings. • I use coordinating conjunctions to create compound sentences. • I use adverbs and prepositions to show time, place and cause. • I use adverbs of time and manner as openers. • I use 'a' or 'an' correctly most of the time. • I can spell some of the Year 3 and 4 statutory spelling words correctly. 	
<p style="text-align: center;"><u>Week 6</u></p>	

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can use dictionaries to check the meaning of words that I have read. • I can explain the meaning of words in context, within age appropriate books. • I can discuss my understanding of a text. . • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can draw inferences about characters' feelings, thoughts and motives. <ul style="list-style-type: none"> • I can justify inferences with evidence. • I can use my understanding of a text to predict what might happen. • I understand what I read independently by identifying how language, structure and presentation contribute to meaning. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u> Consolidating</p> <p style="text-align: center;">All words practised at random this half term and then assessed on the fifth day.</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Paragraphs in biographies Following the previous steps, children should now be familiar with the idea of a paragraph as a way to structure a long piece of writing into separate points, making it easier to read. Children should have some knowledge of features of paragraphs, for example: indenting the text on the first line; using headings and subheadings to introduce new paragraphs. In this step children will be recognising and using paragraphs in written biographies. They will learn how to organise biographies by separating events in a person's life into logical paragraphs, for example, the first</p>

paragraph will introduce the person in the biography, followed by subsequent paragraphs which will explain specific details about the person. A final paragraph may summarise or recommend further reading.

Focused Questions

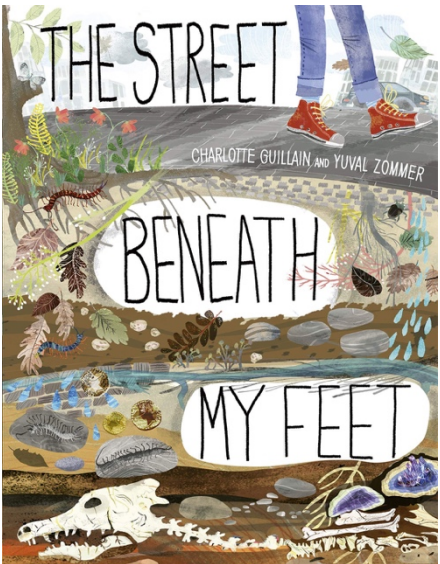
- Re-order the paragraphs in this biography.

Writing Objectives

Create a setting description comparing and contrasting the garden with the city.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.

Week 7

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud. • I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words. • I can read further exception words, noting unusual correspondences between spellings and sounds. • I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can read books that are structured in different ways and for a range of purposes. • I can use dictionaries to check the meaning of words that I have read. • I can explain the meaning of words in context, within age appropriate books. • I can discuss words and phrases linked to the Year 3 SPaG and writing targets. • I can ask relevant questions to improve my understanding of the text. • I can identify main ideas drawn from more than one paragraph. • I can summarise main ideas in fiction and non-fiction texts. • I understand what I read independently by identifying how language, structure and presentation contribute to meaning. • I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u> Initial 's' sound spelt with ci, ce and cy Circle Certain Century Cycle Civilian</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>Root words, prefixes and suffixes From previous steps covered in KS1, children should be familiar with some prefixes and suffixes. They should know that these are groups of letters that make no sense alone but can be added to the start or end of words to change the original meaning of the word. In this step, children will look at identifying root words and understand how words are related in the way they are formed. Root words cannot be separated into smaller words, as they are already in their simplest</p>

Ceramic
Cylinder
Cinema
Celebrate
Circulate

form. However, a root word can be made longer by adding a prefix or suffix, for example; lock; lock + er = locker, lock + ing = locking, un + lock = unlock. Using the familiar prefix 'un' and the suffixes '-ing', '-ed', '-er', '-ment', '-ness', '-ful', '-less' and the comparative and superlative suffixes '-er' and '-est', children will be able to identify the relationship between words. They will also be able to identify the root word that connects these words.

Focused Questions

- Underline the root words in the following words.
- Sort the words into correct groups: prefix, suffix or root?
- Match the prefix or suffix to the correct root word.
- Match words which have the same meaning, e.g 'unlock' and 'open'.

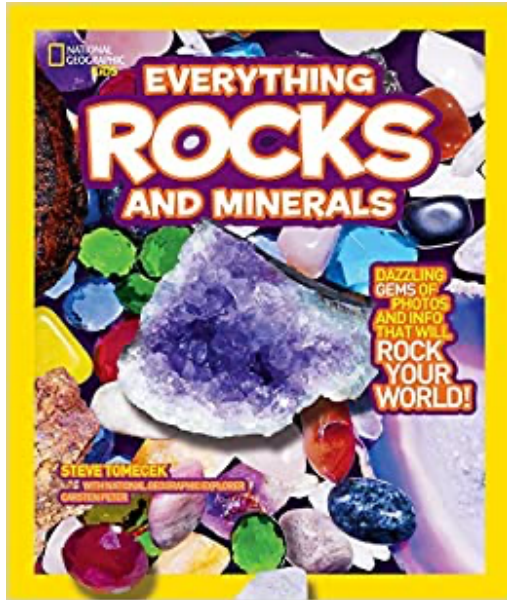
Writing Objectives

Create an explanation text about the layers beneath the ground.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I use the full range of punctuation from previous year groups mostly accurately.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc..

Week 8

Text



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text.
- I can discuss words and phrases linked to the Year 3 SPaG and writing targets.
- I can ask relevant questions to improve my understanding of the text.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.
- I can select and retrieve information from fiction and non-fiction, including an understanding of layout and structure.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Spelling

'S' sound within word spelt with ce

Sentence
Notice
Recent
Innocent
Parcel

Grammar and Punctuation objectives

Identifying word families In the previous step; root words, prefixes and suffixes were covered. In this step, children will begin to identify word families and recognise these as groups of words with common root words, understanding how these words are related both in form and meaning. Some root words are not complete words used in modern English as they originate from Greek or Latin, e.g. bi meaning two; auto meaning self. These partial root words add prefixes and suffixes to create more recognisable English

<p>Process Grocer December Distance voice</p>	<p>words, e.g. bicycle. Although some words may have different meanings, they can be related to original root words. Children should be able to determine the meaning of words by using the root word and the definition of the prefix and/or suffix. Children should also be able to work out the spellings of words using partial or whole root words and adding the appropriate prefix or suffix.</p> <p>Focused Questions</p> <ul style="list-style-type: none"> • Create new words by matching prefixes, suffixes, root words or partial root words. • Choose the correct meaning of the following words using known words to help you. • Choose the correctly spelt word below, e.g. unlok/unlock; locking/lockin
<p style="text-align: center;"><u>Writing Objectives</u></p> <p style="text-align: center;">Using their own knowledge from rocks and soils science topic, create a non-chronological report.</p> <ul style="list-style-type: none"> • I am beginning to use ideas from own reading and modelled examples to plan my writing. • I demonstrate an increasing understanding of purpose and audience. • I am beginning to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction. • I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements. • I make deliberate ambitious word choices to add detail. • I am starting to organise my writing into paragraphs around a theme. • I maintain the correct tense (including present perfect tense) throughout a piece of writing. • I use the full range of punctuation from previous year groups mostly accurately. • I include adjectives and adjective strings. • I use coordinating conjunctions to create compound sentences. • I use adverbs and prepositions to show time, place and cause. • I use adverbs of time and manner as openers. • I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc. • I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc. • I can spell some of the Year 3 and 4 statutory spelling words correctly. 	
<p style="text-align: center;"><u>Week 9</u></p>	

Text

Short Movie – Soar

<https://teachingideas.co.uk/soar>



Reading objectives

- I can discuss my understanding of a story.
- I can retell simple and familiar stories, such as fairy tales.
- I recognise different genres and styles.
- I can ask relevant questions to improve my understanding of the film.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a film to predict what might happen.
- I can identify main ideas drawn from more than one section.
- I can summarise main ideas in fiction stories.
- I can participate in discussion about both stories, taking turns and listening to what others say.

Spelling

Statutory list - random

Special
strange
possible
probably
strength
surprise
remember
although
notice
recent

Grammar and Punctuation objectives

What is a prefix? The prefix 'un-' was studied in Year 1, so children should be familiar with prefixes and their function. Children should recap that prefixes are added to the start of words, which changes the meaning of the word it belongs to. When a prefix is added to a root word, the root word stays the same and only the meaning is changed, for example, 'kind' takes on the opposite meaning when the prefix 'un-' (meaning "not") is added, creating the word 'unkind'. This step should provide the opportunity to recap and revise the addition of the prefix 'un' to root words and children should be able to recognise that this prefix changes the meaning from a positive to a negative meaning. Children should be able to use words with this prefix in their writing.

Focused Questions. Rewrite the following words adding the prefix 'un'. Complete the sentence by removing 'un-' from the given word. What happens to the meaning of the word in the following sentence when the prefix 'un-' is added/removed? Which words could or could not have their meaning changed by adding the prefix 'un-'?

Adding 'super-', 'anti-' and 'auto-' In this step, children will use the prefixes 'super-', 'anti-' and 'auto-' and add these to root words to change their meaning. 'Super-' means above; 'anti-' means against and 'auto-' means self or own. Children should be able to recognise how the prefix changes the meaning of the root word they add it to and be able to use these in their writing accurately. Focused Questions. Add the prefix 'super-'/ 'anti-'/ 'auto-' to these words. Why has the prefix 'super-'/ 'anti-'/ 'auto-' been added to this word? How does it change the meaning? Which of these prefixes cannot be added to this word? Complete the sentence using the correct prefix for the given word

Writing Objectives

Write a 'flashback' scene that tells us more about Lucas and his life.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use inverted commas in direct speech.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.

- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 10

Text

Poetry

The Jabberwocky



Reading objectives

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud.
- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words.
- I can read further exception words, noting unusual correspondences between spellings and sounds.
- I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can explain the meaning of words in context, within age appropriate books.
- I can discuss my understanding of a text.
- I recognise different genres and styles.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can recognise different forms of poetry (performance poetry, acrostic poetry and limericks).
- I can ask relevant questions to improve my understanding of the text.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise main ideas in fiction and non-fiction texts.

Spelling Consolidating

Grammar and Punctuation objectives

<p>All words practised at random this half term and then assessed on the fifth day.</p>	<p>Adding 'sub-', 'inter-' In the previous step, children used the prefixes 'super-', 'anti-' and 'auto-' and added these to root words to change the meaning. In this step, children will recognise and use the prefixes 'sub-', 'inter-' and add these to words to create nouns. 'Sub-' means under; 'inter-' means among. Children should be able to identify how the prefix changes the meaning of the root word they add it to and be able to use words with these prefixes accurately in their writing. Focused Questions</p> <ul style="list-style-type: none"> • Add the prefix 'sub-' or 'inter-' to these words. • Why has the prefix 'sub-' or 'inter-' been added to this word? How does it change the meaning? • Which of these prefixes cannot be added to this word? • Complete the sentence using the correct prefix for the given word
<p style="text-align: center;"><u>Writing Objectives</u></p> <p style="text-align: center;">Create their own poem about a mythical creature in the style of Lewis Carroll to perform.</p> <ul style="list-style-type: none"> • I am beginning to use ideas from own reading and modelled examples to plan my writing. • I demonstrate an increasing understanding of purpose and audience. • I make deliberate ambitious word choices to add detail. • I maintain the correct tense (including present perfect tense) throughout a piece of writing. • I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it. • I use the full range of punctuation from previous year groups mostly accurately. • I include adjectives and adjective strings. • I use adverbs and prepositions to show time, place and cause. • I use adverbs of time and manner as openers. • I use 'a' or 'an' correctly most of the time. • I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc. • I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc. • I am beginning to spell homophones correctly, e.g. which and witch. • I can spell some of the Year 3 and 4 statutory spelling words correctly. • I use a neat, joined handwriting style with increasing accuracy. 	
<p style="text-align: center;"><u>Week 11</u></p>	

Text

The Catch – The Literacy shed (stories from other cultures)



Reading objectives

- I can discuss my understanding of a story.
- I can retell simple and familiar stories, such as fairy tales.
- I recognise different genres and styles.
- I can ask relevant questions to improve my understanding of the film.
- I can draw inferences about characters' feelings, thoughts and motives.
- I can justify inferences with evidence.
- I can use my understanding of a film to predict what might happen.
- I can identify main ideas drawn from more than one section.
- I can summarise main ideas in fiction stories.
- I can participate in discussion about both stories, taking turns and listening to what others say.

Spelling

End of year (statutory words) assessment

Assessment of first set of 40 statutory words.

Grammar and Punctuation objectives

Creating word families Throughout this block, children learnt that the addition of prefixes to words changes their meaning. They should now be confident using these accurately in their writing. In this step, children will continue to recognise and use these new prefixes and other known prefixes, to create lists of word families, by relating each word to its original root word. Children should understand the relationship between each set of word families, increasing their knowledge to allow a wider range of vocabulary to be used in their writing.

Focused Questions

- List words that have 'form' as their root word.
- Which of these words does not belong to this word family?


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| | <ul style="list-style-type: none">• Complete the sentence below using a word which belongs to this word family with the root 'nation', for example |
|--|--|

Writing Objectives

Create an extended narrative over 2 weeks to retell the story.

- I am beginning to use ideas from own reading and modelled examples to plan my writing.
- I demonstrate an increasing understanding of purpose and audience.
- I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements.
- I make deliberate ambitious word choices to add detail.
- I am beginning to create settings, characters and plot in narratives.
- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use inverted commas in direct speech.
- I use apostrophes for contraction.
- I include adjectives and adjective strings.
- I use coordinating conjunctions to create compound sentences.
- I use adverbs and prepositions to show time, place and cause.
- I use adverbs of time and manner as openers.
- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
- I can spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.
- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 12

<p style="text-align: center;">Text</p> 	<p style="text-align: center;"><u>Reading objectives</u></p> <ul style="list-style-type: none"> • I can discuss my understanding of a story. • I can retell simple and familiar stories, such as fairy tales. • I recognise different genres and styles. • I can ask relevant questions to improve my understanding of the film. • I can draw inferences about characters' feelings, thoughts and motives. • I can justify inferences with evidence. • I can use my understanding of a film to predict what might happen. • I can identify main ideas drawn from more than one section. • I can summarise main ideas in fiction stories. • I can participate in discussion about both stories, taking turns and listening to what others say.
<p style="text-align: center;"><u>Spelling</u></p> <p style="text-align: center;">End of year (statutory words) assessment</p> <p style="text-align: center;">Assessment of next 40 statutory words.</p>	<p style="text-align: center;"><u>Grammar and Punctuation objectives</u></p> <p>This week should be used to recap on the objectives covered this term and to assess understanding.</p>
<p style="text-align: center;"><u>Writing Objectives</u></p> <p style="text-align: center;">Create an extended narrative over 2 weeks to retell the story.</p> <ul style="list-style-type: none"> • I am beginning to use ideas from own reading and modelled examples to plan my writing. • I demonstrate an increasing understanding of purpose and audience. • I can proof-read mine and others' work to check for errors with increasing accuracy, and make improvements. • I make deliberate ambitious word choices to add detail. • I am beginning to create settings, characters and plot in narratives. 	

- I am starting to organise my writing into paragraphs around a theme.
- I maintain the correct tense (including present perfect tense) throughout a piece of writing.
- I regularly choose nouns or pronouns appropriately to add cohesion and avoid repetition, e.g. he, she, they, it.
- I use the full range of punctuation from previous year groups mostly accurately.
- I use inverted commas in direct speech.
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- I use 'a' or 'an' correctly most of the time.
- I can spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.
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- I am beginning to spell homophones correctly, e.g. which and witch.
- I can spell some of the Year 3 and 4 statutory spelling words correctly.
- I use a neat, joined handwriting style with increasing accuracy.

Week 13

Spelling

Spelling scheme complete. Use this week to address tricky spellings and consolidate on prior learning.

This week has been left blank to allow for faith week activities, engineering week etc.