

COMPOSITION Y3/4	SPAG Y3/4
<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>➤ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>➤ discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>➤ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>➤ organising paragraphs around a theme</li> <li>➤ in narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>➤ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>➤ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>➤ Proof-read for spelling and punctuation errors</li> <li>➤ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>➤ extending the range of sentences with more than one clause by using a wider</li> <li>➤ range of conjunctions, including when, if, because, although</li> <li>➤ using the present perfect form of verbs in contrast to the past tense</li> <li>➤ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid</li> <li>➤ repetition</li> <li>➤ using conjunctions, adverbs and prepositions to express time and cause</li> <li>➤ using fronted adverbials</li> <li>➤ learning the grammar for years 3 and 4 in English Appendix 2</li> <li>➤ indicate grammatical and other features by:</li> <li>➤ using commas after fronted adverbials</li> <li>➤ indicating possession by using the possessive apostrophe with plural nouns</li> <li>➤ using and punctuating direct speech</li> <li>➤ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
Speaking & Listening	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ listen and respond appropriately to adults and their peers</li> <li>➤ ask relevant questions to extend their understanding and knowledge</li> <li>➤ use relevant strategies to build their vocabulary</li> <li>➤ articulate and justify answers, arguments and opinions</li> <li>➤ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>➤ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

#### Handwriting Y3/4

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Yr3 Autumn term:

#### Term 1: Tremors

#### Term 2: Prehistoric Britain/Tribal Tales

Type	Unit ref	Unit Title	Time guide	Punctuation/ Word/Sentence focus	Text focus	Writing outcomes/Creative Writing
Non - fiction	3	<b>Non Chronological Reports Information texts</b>  Mountains	3 – 4 weeks	Y1 - Capital letters for names and for the personal pronoun I  Y2 - <b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command  Y2 - <b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )  3 <sup>rd</sup> person pronouns	Y2 - Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]  Y3 - Headings and sub-headings to aid presentation	<ul style="list-style-type: none"> <li>• Take notes and gather information</li> <li>• Produce a piece of prose including subheadings</li> </ul>

Narrative	3	<b>Adventure and Mystery</b>  Cliff Hanger	3 - 4 weeks	Y2 - Commas to separate items in a list  Y3 - Expressing time, place and cause using <b>adverbs</b> [for example, then, next, soon, therefore]  Y3 - Introduction to inverted commas to punctuate direct speech  Powerful Verbs	Y2 - Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Y3 - Introduction to paragraphs as a way to group related material	<ul style="list-style-type: none"> <li>• Description of action/climax of story adequately and balancing the use of speech</li> <li>• Re-enact action scene through drama and role play</li> <li>• Produce a short adventure/mystery story</li> </ul>
Narrative	1	<b>Stories with Familiar Settings</b>  Stig of the Dump	3-4 weeks	Y2 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Y2 - Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]  Y3 - Introduction to inverted commas to punctuate direct speech  Synonyms for said	Y2 - Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Y3 - Introduction to paragraphs as a way to group related material	<ul style="list-style-type: none"> <li>• Description of a setting</li> <li>• Description of a character</li> <li>• Description of a setting including a mood change</li> <li>• Produce a short story based around the story of Stig of the Dump/The Stone Age Boy/The pebble in my pocket including above features</li> </ul>
Poetry	2	<b>Shape &amp; Calligram poems</b> Dinosaur Poem	2 weeks	Y3 - Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]  Comparative language e.g. superlatives  Powerful verbs & Similes	Y3/4 - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Y3 - Introduction to paragraphs as a way to group related material	<ul style="list-style-type: none"> <li>• Analyse and explore calligrams and shape poetry</li> <li>• Create shape poetry and calligrams</li> </ul>

## Yr3 Spring term:

## Term 3 – Gods and Mortals

## Term 4 – Roald Dahl - Scrumdiddlyumptious

Type	Unit ref	Unit Title	Time guide	Punctuation/ Word/Sentence focus	Text focus	Writing outcomes/Creative Writing
Narrative	5	<b>Dialogue and Plays</b>	2 - 3 weeks	Y3 - Expressing time, place and cause using <b>adverbs</b> [for example, then, next, soon, therefore]  Y3 - Introduction to inverted commas to punctuate direct speech	Y3 - Introduction to paragraphs as a way to group related material  Y3 - Headings and sub-headings to aid presentation	<ul style="list-style-type: none"> <li>• Drama and role</li> <li>• Changing dialogue into script</li> <li>• Produce a play script</li> </ul>
Narrative	2	<b>Myths and Legends Greek</b>	3 weeks	Y3 - Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]  Y3 - Introduction to inverted commas to punctuate direct speech  Powerful verbs  Synonyms for said	Y3 - Introduction to paragraphs as a way to group related material  Y3 - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	<ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Description of a scene</li> <li>• Extended story writing</li> </ul>
Narrative	4	<b>Authors and Letters</b>  Roald Dahl	3 weeks	Y2 - Commas to separate items in a list  Y2 - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]  Y3 - Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after,	Y3 - Introduction to paragraphs as a way to group related material  Y3 - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	<ul style="list-style-type: none"> <li>• Analyse authors style</li> <li>• Book review</li> <li>• Letter to an author</li> <li>• Reading favourite extracts</li> </ul>

				while, so, because]		
Non-fiction	2	<b>Instructio ns</b>	3 – 4 weeks	<p>Y3 - Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Y3 - Expressing time, place and cause using <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p> <p>Imperative verbs</p>	<p>Y3 - Headings and sub-headings to aid presentation</p> <p>Y3 - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<ul style="list-style-type: none"> <li>• Write instructions to direct someone</li> <li>• Write instructions of how to make something</li> </ul>

**Yr 3 Summer term:****Term 5 - Flow****Term 6 - Urban Pioneers**

	Unit ref	Type	Time guide	Punctuation/ Word/Sentence focus	Text focus	Writing outcomes/Creative Writing
Non-fiction	4	<b>Reports</b>	4 weeks	<p>Y2 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Y3 - Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p> <p>3<sup>rd</sup> person pronouns</p>	<p>Y2 - Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Y3 - Headings and sub-headings to aid presentation</p>	<ul style="list-style-type: none"> <li>• Take notes and research</li> <li>• Produce a piece of prose including the use of subheadings</li> </ul>

Poetry	1	<b>Poems to Perform The Works collection of performance poems</b>	1 – 2 weeks	<p>Y2 - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Y2 - Commas to separate items in a list</p> <p>Comparative language e.g. superlatives Powerful verbs Similes</p>	<p>Y3/4 - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Y3 - Introduction to paragraphs as a way to group related material</p>	<ul style="list-style-type: none"> <li>Analyse performance poetry</li> <li>Write a review</li> <li>Perform favourite poem and evaluate the performance</li> </ul>
Poetry	3	<b>Language Play</b>	2 - 3 weeks	<p>Y2 – Use of suffixes –ness, -er, -ful, est in adjectives and ly turning adjectives into adverbs [Comparative language e.g. superlatives]</p> <p>Onomatopoeia</p> <p>Alliteration</p> <p>Similes</p>	<p>Y3/4 - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Y3 - Introduction to paragraphs as a way to group related material</p>	<ul style="list-style-type: none"> <li>Add verses to a poem using rhythm and rhyme</li> <li>Perform a group poem</li> <li>Produce individual poem</li> </ul>
Non-fiction	3	<b>Persuasive writing/ Information texts</b> Local Area	3 – 4 weeks	<p>Y3 - Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p> <p>2<sup>nd</sup> Person Pronouns</p> <p>Comparative language e.g. superlatives Powerful verbs Similes</p>	<p>Y3 - Introduction to paragraphs as a way to group related material</p> <p>Y3 - Headings and sub-headings to aid presentation</p>	<ul style="list-style-type: none"> <li>Take notes and gather information</li> <li>Leaflets on local attractions</li> </ul>

## Appendix 2

Year 3	
Word	<p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	<pre>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</pre>