

YEAR	Term	Range	
3	Autumn	Fiction and Poetry: stories with familiar settings; plays; poems based on observation and the senses; shape poems Non-Fiction: information books linked to other subjects, non-chronological reports	
<b>Speaking and Listening</b> <i>Children should be taught:</i>  Speaking  1. to explain a process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively  Listening  2. to follow up on others’ points and show whether they agree or disagree in a whole class discussion  Group Discussion and Interaction  3. to use talk to organise roles and action <i>e.g. agree a plan for carrying out an investigation in science</i>  Drama  4. to present events and characters through dialogue to engage the interest of an audience <i>e.g. acting out dialogue between two characters, bringing out differences between them</i>  <b>Grammar, Punctuation and Core Vocabulary</b> <i>Children should be taught:</i>  1. to use awareness of grammar to decipher new or unfamiliar words <i>e.g. to predict from the text; to read on, leave a gap and re-read;</i> 2. to take account of grammar and punctuation when reading aloud 3. the specific function of verbs in a sentence through; <i>a. noticing that sentences cannot make sense without them</i> <i>b. collecting and classifying examples of verbs from reading and own knowledge</i> <i>c. experimenting and changing verbs in simple sentences and discussing the change in meaning or impact</i> 4. to use verb tenses with increasing accuracy in speaking and in writing and use past tense consistently for narration; 5. to use the term “verb” correctly 6. to secure their knowledge of question marks and exclamation marks in their writing 7. the basic conventions of speech punctuation through: <i>a. identifying speech marks in writing</i> <i>b. beginning to use them in own writing</i> <i>c. using capital letters to mark the start of direct speech</i> 8. to use the term “Speech Mark” 9. to investigate and explore the purpose of a range of other devices for presenting texts <i>e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text etc.</i>  <b>Spelling</b> <i>Children should be taught</i>  1. to consolidate understanding of adding suffixes and investigate conventions related to spelling pattern “-le” 2. to spell regular verb endings and to learn irregular tense changes 3. how the spellings of verbs alter when “-ing” is added 4. to recognise and spell common prefixes “un-“, “de-“, “dis-“, “re-“, “pre-“ and how these prefixes influence word meanings		<b>Reading</b> <i>Children should be taught:</i>  1. to compare a range of story settings and to select words / phrases that describe scenes; 2. identify sentence structures used to describe settings in a range of texts <i>e.g. sentences of three for description, use of relative clauses</i> 3. how dialogue is presented in stories, <i>e.g. through statements, questions, exclamations</i> and how paragraphing is used to organise dialogue; 4. to be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, <i>e.g. using puppet theatre to present stories;</i> 5. to read, prepare and present playscripts; 6. to recognise key differences between prose and playscripts <i>e.g. by looking at dialogue, stage directions, layout of text etc;</i> 7. to read aloud and recite poems, comparing different views of the same subject; to discuss choices of words and phrases that describe and create impact <i>e.g. adjective use, powerful and expressive verbs;</i> 8. to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout 9. to express their views about a story or poem, identifying specific words and phrases to support their viewpoint; 10. to understand the distinction between fact and fiction and to use the terms “fact”, “fiction” and “non-fiction” appropriately; 11. to notice differences in the style and structure of fiction and non-fiction writing; 12. to locate information using contents, index, headings, sub-headings, page numbers etc 13. to compare the way information is presented in different texts and sources <i>e.g. websites, blogs, books, magazines etc</i> 14. to read information text and identify main points by underlining or identifying key words and phrases and listing main points covered  <b>Core Vocabulary (as previous year plus)</b>  • tense (verb) • Speech Marks • Dialogue • Suffix	<b>Writing</b> <i>Children should be taught:</i>  1. to generate ideas relevant to a topic in a variety of ways <i>e.g. mind mapping</i> 2. use reading as a model to write their own passages of dialogue 3. to develop the use of settings in their own stories by writing short descriptions of known places and by writing descriptions of a known place in the style of a familiar story using longer sentences for description 4. to investigate and collect sentences and phrases for story openings and endings using some of the formal elements of storytelling and story writing 5. to collect suitable words and phrases in order to write poems and short descriptions; design multiple patterns with words, use repetitive phrases, write imaginative comparisons 6. to invent calligrams and a range of shape poems, selecting appropriate words and careful presentation; 7. to write simple playscripts based on own reading and oral work 8. to begin to organise stories into paragraphs and use paragraphing in presentation of dialogue in stories 9. to make a simple record of information from texts read by completing charts of information <i>e.g. KWL grids</i> , listing key words and drawing together notes into one piece from various sources 10. to write simple non-chronological reports from known information and for a specific audience

YEAR	Term	Range
3	Spring	Fiction and Poetry: Myths, legends, fables, parables; traditional stories, stories with related themes; oral and performance poetry from different cultures Non-Fiction: Instructions;
<b>Speaking and Listening</b> <i>Children should be taught:</i>		
Speaking		
1. to choose and prepare poems and stories for performance, planning where appropriate expression, tone, volume should be used along with use of voices and other sounds;		
Listening		
2. to identify the presentational features used to communicate the main points in a broadcast <i>e.g. identify the main sections and how voice-over, music and graphics can help get across the main points</i>		
Group Discussion and Interaction		
3. to actively include and respond to all members of the group		
Drama		
4. to identify and discuss qualities of others' performances, including gesture, action and costume <i>e.g. responding to live or recorded performances</i>		
<b>Grammar, Punctuation and Core Vocabulary</b> <i>Children should be taught:</i>		
1. to use awareness of grammar to decipher new or unfamiliar words <i>e.g. to predict from the text; to read on, leave a gap and re-read;</i>		
2. the function of adjectives within a sentence through:		
a. identifying adjectives when reading		
b. discussing and defining what they have in common i.e. words which qualify nouns		
c. experimenting with deleting and substituting adjectives and noting the effects on the meaning		
d. collecting and classifying adjectives <i>e.g. for colours, sizes, moods etc</i>		
3. to use the term “adjective” appropriately		
4. to extend knowledge and understanding of pluralisation through:		
a. recognising the use of singular and plural forms in speech		
b. transforming sentences from singular to plural and vice versa noting which words change and which do not		
c. understanding the term “collective noun” and collecting examples; experimenting by creating new collective nouns		
d. noticing which nouns can be pluralised and which cannot.		
e. recognising that pluralisation is one test of a noun		
5. to use the terms “singular” and “plural” appropriately		
6. to note when commas are used in reading and discuss their functions in helping the reader		
7. to use the word “comma” appropriately		
8. to experiment with deleting words in sentences to discover which words and types of words are essential and which are not		
9. to understand the differences between verbs in 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person through:		
a. collecting and categorising examples and noting differences between singular and plural persons		
b. discussing the purposes for which each is used		
c. relating use to different forms of text <i>e.g. 1<sup>st</sup> person for diaries, letters; 2<sup>nd</sup> person for instructions etc</i>		
<b>Reading</b> <i>Children should be taught:</i>		
1. to investigate the styles and voices of traditional story language – collecting examples <i>e.g. story openings and endings; scene openers such as “Now when...”, “A long time ago...”</i> ; list them and compare them and their use in their own writing;		
2. to identify typical story themes <i>e.g. trials and forfeits, good over evil, weak over strong, wise over foolish etc.</i>		
3. to identify and discuss main and recurring characters in stories evaluating their behaviour and justifying their views;		
4. to choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds		
5. rehearse and improve performances taking note of punctuation and meaning		
6. to identify the different purposes of instructional texts <i>e.g. recipes, route finders, timetables, plans etc</i>		
7. to discuss the merits and limitations of different styles and forms of instructional texts from a range of different sources;		
8. how written instructions are organised <i>e.g. lists, numbered points, diagrams with arrows, bullet points, keys etc.</i>		
9. to explain how these organisational features support the reader		
<b>Core Vocabulary (as previous year plus)</b>		
• commas		
• apostrophe		
• suffixes		
• compound words		
• plural		
• singular		
• pluralisation		
• person (in the sense of verbs)		
• adjectives		
<b>Writing</b> <i>Children should be taught:</i>		
1. to apply phonological, graphic knowledge and sight vocabulary to spell words correctly through shared and guided reading;		
2. to following planning sequences for planning a story structure, considering how to capture main points in a few words that can be elaborated on later; discuss different methods of planning		
3. to describe and sequence key incidents in different ways <i>e.g. by listing, charting, mapping, making simple storyboards etc.</i>		
4. to write pen portraits of characters, using story text to describe behaviour and characteristics and presenting portraits in a variety of ways;		
5. to write a story plan for own myth, fable, legend or traditional tales using the same story theme from the class model but substituting different characters or changing the setting;		
6. to write alternative sequels to traditional stories using the same characters and settings, identifying typical phrases ad expressions from story and using these to help structure the writing;		
7. to write new or extended verses for performances based on models of “performance” and oral poetry read <i>e.g. rhythms, repetition</i>		
8. to write instructions for a range of purposes using structures from their model and recognising the importance of correct sequences;		
9. to make clear notes through:		
a. discussing the purpose of note taking and looking at simple examples		
b. identifying the purpose of which notes will be used		
c. identifying key words, phrases ore sentences in reading		
d. exploring ways of writing ideas, messages, in shortened forms <i>e.g. notes, lists, headlines, emails, texts, tweets etc</i> and understand that some words are more essential than others		
e. make use of simple formats to capture key points in a range of subjects <i>e.g. flow charts, “for” and “against” columns, KWL, matrices, mind maps, writing skeletons</i>		
f. identifying intended audiences		
<b>Spelling</b> <i>Children should be taught</i>		
1. to know what happens to the spelling of nouns when “-s” is added;		
2. to understand what happens to a word when a suffix is added		
3. how words change when “-er”, “-est” and “-y” are added		
4. investigate, spell and read words with silent letters <i>e.g. knee, gnat, wrinkle etc</i>		
5. to recognise and generate compound words <i>e.g. playground, airport, shoelace etc</i> and use this knowledge to support their spelling		
6. to use apostrophe to spell shortened forms of words <i>e.g. don’t, can’t</i>		



YEAR	Term	Range
3	Summer	Fiction and Poetry: Adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles Non-Fiction: letters / communication written for a range of purposes, to recount, explain, enquire, congratulate, complain
<b>Speaking and Listening</b> <i>Children should be taught:</i>		<b>Reading</b> <i>Children should be taught:</i>
Speaking		1. to reinforce and apply their word-level / phonics skills through shared and guided reading;
1. to sustain conversation, explaining or giving reasons for their views or choices		2. to use phonological, contextual, grammatical and graphical knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they have read e.g. <i>understanding how a diagram may support them in understanding the text</i>
Listening		3. to re-tell main points of a story or text in sequence; to compare different stories in terms of their structure, themes, characters and settings and to express and justify their preferences;
2. to identify key sections of an informative broadcast, noting how the language used signals changes for transitions in focus e.g. <i>listening for words or phrases such as now, next, then as the focus of the broadcast changes</i>		4. to identify and refer to different parts of a story e.g. <i>opening, build up, problem / dilemma, resolution and ending</i> and to know and explain different language features used in these sections such as adjectives for description of a setting in the opening etc
Group Discussion and Interaction		5. to distinguish between 1 <sup>st</sup> and 3 <sup>rd</sup> person accounts;
3. to use language of possibility to investigate or reflect on feelings, behaviour or relationships both in texts and own experiences		6. to consider the credibility of events e.g. <i>by selecting some real life situations either written or retold as stories and comparing them to fiction;</i>
Drama		7. to compare forms or types of humour e.g. <i>by exploring, collecting and categorising humour by form or type such as word play, joke poems, word games, cautionary tales, nonsense verse, calligrams etc;</i>
4. to use some drama strategies to explore stories or issues		8. to select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects;
<b>Grammar, Punctuation and Core Vocabulary</b> <i>Children should be taught:</i>		9. to compare and contrast works by the same author e.g. <i>different stories, sequels using the same characters in a new setting, stories sharing familiar themes</i>
1. to use awareness of grammar to decipher new or unfamiliar words e.g. <i>to predict from the text; to read on, leave a gap and re-read;</i>		10. to be aware of different authors and discuss preferences and reasons for these
2. to identify pronouns and understand their functions in sentences through:		11. to read examples of different letters and communication forms written for a range of different purposes (e.g. <i>to recount, explain, enquire, complain, congratulate, comment</i> ) and to understand form and layout including the use of paragraphs to organise; different ways of starting and ending and the ways of addressing different audiences – formal / informal
a. noticing in speech an reading how they stand in place of nouns;		12. to “scan” indexes, directories and other forms of information both online and hard copy to locate information quickly and accurately;
b. substituting pronouns for common and proper nouns in own writing;		13. to locate books by classification in a school library;
c. distinguishing personal pronouns e.g. <i>I, you, him, her</i> and possessive pronouns e.g. <i>my, yours, his</i>		14. to summarise orally in one sentence the content of a passage or text and the main point it is making
d. distinguishing the 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person forms of pronouns and investigate when these are used in different contexts and for different purposes (linking with previous term's work on 1 <sup>st</sup> and 3 <sup>rd</sup> person)		
e. Investigating how pronouns are used to mark gender		
3. to ensure grammatical agreement in speech and writing of pronouns and verbs e.g. <i>I am, we are etc</i>		
4. to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence;		
5. how sentences can be joined in more complex ways through using a widening range of conjunctions in addition “and” and “then”		
6. to investigate through reading and writing, how a range of different words can signal time sequences		
7. to be aware of how commas make grammatical boundaries within sentences		
<b>Core Vocabulary (as previous year plus)</b>		
• commas		• summarise
• dialogue		• connective
• pronoun		• prefix
• person		• apostrophe
• conjunction		