

			<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p><u>Writing - vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> Pupils should be taught to: <ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although use the present perfect form of verbs in contrast to the past tense choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition use conjunctions, adverbs and prepositions to express time and cause use fronted adverbials learn the grammar for years 3 and 4 indicate grammatical and other features by: <ul style="list-style-type: none"> use commas after fronted adverbials indicate possession by using the possessive apostrophe with plural nouns use and punctuating direct speech use and understand the grammatical terminology for year 3 & 4
Autumn 2	<p>The Barnabus Project</p> <p>The fan brothers</p>	<p>Fiction Character descriptions Diary entry</p> <p>Non-Fiction Wanted Posters Adverts</p> <p>Poetry</p>	<p><u>Writing- Composition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss and record ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organise paragraphs around a theme

Firework Poems -
onomatopoeia, similes,
verbs & adverbs

- in narratives, create settings, characters and plot
- in non-narrative material, use simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing Transcription

- Pupils should be taught to:
use further prefixes and suffixes and understand how to add them -
see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Writing - vocabulary, grammar and punctuation

- Pupils should be taught to:
extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

			<ul style="list-style-type: none"> • use conjunctions, adverbs and prepositions to express time and cause • use fronted adverbials • learn the grammar for years 3 and 4 • indicate grammatical and other features by: • use commas after fronted adverbials • indicate possession by using the possessive apostrophe with plural nouns • use and punctuating direct speech • use and understand the grammatical terminology for year 3 & 4
Spring 1	<p>Traditional Tales Goldilocks and the Three Bears</p> <p>Lauren Child</p>	<p>Fiction Retelling from another point of view with speech</p> <p>Non-fiction Writing letters News report</p>	<p><u>Writing- Composition</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas • draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p><u>Writing Transcription</u></p>

			<ul style="list-style-type: none"> • Pupils should be taught to: use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p><u>Writing - vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • Pupils should be taught to: extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • use the present perfect form of verbs in contrast to the past tense • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause • use fronted adverbials • learn the grammar for years 3 and 4 • indicate grammatical and other features by: • use commas after fronted adverbials • indicate possession by using the possessive apostrophe with plural nouns • use and punctuating direct speech • use and understand the grammatical terminology for year 3 & 4
Spring 2	Inside the Villains Clotilde Perrin	Fiction Character profiles of villians	<u>Writing- Composition</u> Pupils should be taught to:

	<p>Gotcha Clotilde Perrin</p>	<p>Fiction Non Fiction Letter Non-Chronological report about traditional tale villains</p>	<ul style="list-style-type: none"> • plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas • draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p><u>Writing Transcription</u></p> <ul style="list-style-type: none"> • Pupils should be taught to: use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
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Writing - vocabulary, grammar and punctuation

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extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
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- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- learn the grammar for years 3 and 4
- indicate grammatical and other features by:
 - use commas after fronted adverbials
 - indicate possession by using the possessive apostrophe with plural nouns
 - use and punctuating direct speech
 - use and understand the grammatical terminology for year 3 & 4

Summer 1

Baboon on the Moon

Fiction:
Job advertisement
Letter back home
Prequel- How did Baboon arrive on the moon?

Poetry:
Acrostic poem

Writing- Composition

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 - discuss and record ideas
 - draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
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Writing Transcription

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Writing - vocabulary, grammar and punctuation

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- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- learn the grammar for years 3 and 4
- indicate grammatical and other features by:

			<ul style="list-style-type: none"> • use commas after fronted adverbials • indicate possession by using the possessive apostrophe with plural nouns • use and punctuating direct speech • use and understand the grammatical terminology for year 3 & 4
<p>Summer 2</p>	<p>The Dragon Machine</p> <p>Helen Ward</p>	<p>Fiction Narrative</p> <p>Non Fiction Explanation</p>	<p><u>Writing- Composition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas • draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p><u>Writing Transcription</u></p> <ul style="list-style-type: none"> • Pupils should be taught to: use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones

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Writing - vocabulary, grammar and punctuation

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- indicate grammatical and other features by:
 - use commas after fronted adverbials
 - indicate possession by using the possessive apostrophe with plural nouns
 - use and punctuating direct speech
- use and understand the grammatical terminology for year 3 & 4

Handwriting and presentation -

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 un-joined

- increase the legibility, consistency and quality of their handwriting

Spoken Language

Pupils should be taught to:

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