

Y3 English Progression

| | Text | Writing Genres & Coverage | Equality, Diversity, Inclusion and Citizenship | Grammar and Punctuation |
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| Autumn 1 | <p>Getting Along Together (GAT) Learning to listen Listening position Concentrating and Asking questions Understanding conflict Stop and stay cool Solutions to conflict "I message" footsteps to friendship</p> | <p>SAVVY READER Reading Skill:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet • use dictionaries to check the meaning of words that they read • check that the text makes sense to them discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text • retrieve and record information from non-fiction texts <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To clarify words and ideas that are hard to understand • To identify main ideas and supporting details <p>Language skill:</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary | | |
| | <p>The Selfish Giant Wings 2:2 Reading Skill:</p> <ul style="list-style-type: none"> • clarify hard to understand words and ideas <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <p>Language skills:</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions | <p>Writing Focus:</p> <ul style="list-style-type: none"> • write a letter to persuade the giant to allow the children back into the garden. <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading. • proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. • discussing and proposing changes with partners and in small groups. • improving writing in the light of evaluation. | <p>The reading objective of making predictions requires children to analyse characters, understand their motivations and build empathy.</p> | <p>To understand an independent clause (PVGP)</p> <p>Identify nouns (common, proper, collective) (PVGP)</p> <p>Identify a verb (action and being verb) (PVGP)</p> <p>To understand the subject and verb of a single clause (PVGP)</p> <p>To build single clause sentences. (PVGP) Identify clauses in sentences To use capital letters and full stops accurately. (recap Year 1) To use question marks appropriately (recap Year 1)</p> |

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| <p>The Gruffalo Reading Skill:</p> <ul style="list-style-type: none"> • To enjoy story poems (including making inferences about them) <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Language skills:</p> <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) | <p>Writing Focus:</p> <ul style="list-style-type: none"> • to write a description of a new monster <p>Writing Skills:</p> <ul style="list-style-type: none"> • create and develop characters for narratives using adjective, noun phrases, powerful verbs, adding detail to descriptions • Identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • use and understand grammatical terminology accurately and appropriately when discussing their writing and reading. • proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. • discussing and proposing changes with partners and in small groups. • Improving writing in the light of evaluation. | <p>The reading objective of making predictions requires children to analyse characters, understand their motivations and build empathy.</p> | <p>To use co-ordinating conjunctions to join clauses (PVGP)</p> <p>Identify, understand and select prepositions to complete sentences, above, below, beneath, within, outside, beyond.</p> <p>Explore and identify and create sentences with a range of conjunctions.</p> <p>To use exclamation marks correctly (recap from Year 1)</p> <p>Identify adjectives and use correctly for noun phrases.</p> <p>Use commas to separate clauses in complex sentences - Before he started, Tom worked as an artist.</p> <p>To understand subordinating and main clauses.</p> <p>To use pronouns for clarity and cohesion</p> |
| <p>Amazing Grace Reading Skill:</p> <ul style="list-style-type: none"> • predict what might happen from details stated and implied <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To make predictions about what might happen next in the story <p>Language skill:</p> <ul style="list-style-type: none"> • ask relevant questions to extend understanding and knowledge | <p>Writing Focus</p> <ul style="list-style-type: none"> • To write a diary of a day in the life of Grace <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • use and understand grammatical terminology accurately and appropriately when discussing writing • proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. • discussing and proposing changes with partners and in small groups. • improving writing in the light of evaluation. | <p>An enormously important text about race, gender, role models, the importance of imagination and the limits to our ambitions. This text clearly promotes diversity, equality and inclusion.</p> | <p>Grouping related material into paragraphs.</p> <p>Explore, identify and create complex sentences using a range of conjunctions - when, while, before, after.</p> <p>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.</p> <p>Use subordination for time e.g. When we had finished our writing, we went out to play.</p> |

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| | <p>Poems about the Sea Reading Skill:</p> <ul style="list-style-type: none"> • to read poems with expression <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To make predictions about what might happen next in the story <p>Language skill:</p> <ul style="list-style-type: none"> • ask relevant questions to extend understanding and knowledge | <p>Writing Focus</p> <ul style="list-style-type: none"> • To write poetry <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • assess the effectiveness and suggest improvements • use and understand grammatical terminology accurately and appropriately when discussing writing • proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. • discussing and proposing changes with partners and in small groups. • improving writing in the light of evaluation. | <p>This text highlights diversity in nature and how every organism has their place and should be valued and protected. The fact that all creatures have an equal right to life should be emphasised.</p> | <p>To identify and use fronted adverbials</p> <p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Identify nouns (common, proper, collective)</p> <p>Identify a verb (action and being verb)</p> <p>To identify and use similes</p> <p>Identify adjectives and use correctly for noun phrases.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn 2</p> | <p>Burglar Bill Reading Skill:</p> <ul style="list-style-type: none"> • To summarise the text • To compare and contrast books by the same author <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • identify main ideas drawn from more than one paragraph and summarise these • identify themes and conventions in a wide range of books • participate in discussion about both books that are read to them and those they can read for themselves, <p>Language skill:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | <p>Writing Focus</p> <ul style="list-style-type: none"> • To write another section of the story in the same style <p>Writing Skills:</p> <ul style="list-style-type: none"> • create and develop characters for narratives using adjective, noun phrases, powerful verbs, adding detail to descriptions • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • assess the effectiveness of their own and others' writing and suggest improvements • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use prepositions to express time and cause • proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. | <p>The moral is clear, crime does not pay, as the two burglars decide to give up as burglars and make restitution. However, the book can be criticised for the light-hearted way in which burglary is taken with no serious consequences, so this aspect needs to be discussed with children.</p> | <p>Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys').</p> <p>Explore and identify main and subordinate clauses</p> <p>Identify speech and highlight words spoken and use inverted commas to punctuate direct speech (speech marks).</p> <p>Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. Jack had watched TV for over two hours!</p> |

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| | | <ul style="list-style-type: none"> • discussing and proposing changes with partners and in small groups. • improving writing in the light of evaluation. | | <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>To understand an independent clause</p> <p>To understand the subject and verb of a single clause</p> |
| | <p>Oceans and seas</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> • To identify main ideas and supporting details <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • identify main ideas drawn from more than one paragraph and summaries these <p>Language skill:</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge | <p>Writing Focus:</p> <ul style="list-style-type: none"> • to write a poem about life underwater <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • assess the effectiveness of their own and others' writing and suggest improvements • use and understand grammatical terminology accurately and appropriately when discussing their writing and reading | <p><i>This text highlights diversity in nature and how every organism has their place and should be valued and protected. The fact that all creatures have an equal right to life should be emphasised.</i></p> | <p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</p> <p>To identify and use similes</p> <p>To identify and use metaphors</p> <p>To identify and use personification</p> <p>Identify adjectives and use correctly for noun phrases.</p> |
| | <p>The Tiger Child</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> • To understand that traditional tales are written both to entertain and to teach the reader something <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • participate in discussion about both books that are read to them and those they can read for | <p>Writing Focus:</p> <ul style="list-style-type: none"> • to write a letter to the author explanation <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • grouping related material into paragraphs • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | <p><i>Indian folk tale that explains how cats became domesticated (although this will have happened over a longer period of time). The story highlights the importance of understanding the needs of animals and developing empathy with our pets.</i></p> | <p>Grouping related material into paragraphs.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i></p> <p>Identify nouns (common, proper, collective)</p> <p>Apostrophes for contraction</p> |

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| | <p>themselves, taking turns and listening to what others say</p> <p>Language skill:</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions | <ul style="list-style-type: none"> use and understand grammatical terminology accurately and appropriately when discussing their writing and reading | | <p>Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</p> <p>To build single clause sentences. (PVGP)</p> <p>To use question marks and exclamation marks appropriately</p> |
| | <p>Poems to Read Aloud</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> To perform poems with expression <p>Comprehension Skills:</p> <ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Language skill:</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates | <p>Writing Focus</p> <ul style="list-style-type: none"> to write another poem to be read aloud <p>Writing Skills:</p> <ul style="list-style-type: none"> identify purpose and audience and effect for writing discuss and record ideas for planning using a range of formats assess the effectiveness of their own and others' writing and suggest improvements use and understand grammatical terminology accurately and appropriately when discussing their reading and writing | <p><i>These poems enable children to view the ordinary, and extraordinary from a fun perspective, fostering both a love of poetry and humour. This is about inclusion, as it is important for children not to dismiss poetry as irrelevant to them and to see it as a valid form of expression, and one that is essential for both rap and songwriting.</i></p> | <p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>To identify and use similes</p> <p>To identify and use metaphors</p> <p>To identify and use personification Identify adjectives and use correctly for noun phrases.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1</p> | <p>Getting Along Together (GAT)</p> <p>Learning to listen Listening position Concentrating and Asking questions Understanding conflict Stop and stay cool Solutions to conflict "I message" footsteps to friendship</p> | <p>SAVVY READER (Fiction)</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet use dictionaries to check the meaning of words that they read check that the text makes sense to them discussing their understanding and explaining the meaning of words in context ask questions to improve their understanding of a text retrieve and record information from fiction texts <p>Comprehension Skills:</p> <ul style="list-style-type: none"> To clarify words and ideas that are hard to understand To identify main ideas and supporting details <p>Language skill:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary | | |

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| <p>The Lighthouse Keeper's Catastrophe Reading Skill:</p> <ul style="list-style-type: none"> • to identify the problem and solution in the story <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • increase their familiarity with a wide range of books and retell some of these orally • identify how language, structure, and presentation contribute to meaning <p>Language skill:</p> <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) | <p>Writing Focus:</p> <ul style="list-style-type: none"> • to write a recount in the form of a newspaper about what happened <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • grouping related material into paragraphs • organise paragraphs around a theme • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use conjunctions, adverbs and prepositions to express time and cause | <p>The importance of taking responsibility and working together with other people to solve problems.</p> | <p>Identify clauses in sentences</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action</p> <p>Identify and use inverted commas (speech marks), to punctuate direct speech e.g. improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>To identify and use adverbs to express time and cause.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, although, in case</p> |
| <p>Rapunzel Reading Skill:</p> <ul style="list-style-type: none"> • To identify common features of traditional tales <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • increase their familiarity with a wide range of books, including fairy stories, retelling some of these orally • identify themes and conventions in a wide range of books <p>Language skill:</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions | <p>Writing Focus</p> <ul style="list-style-type: none"> • to write the opening of a traditional tale <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate • grouping related material into paragraphs • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely • use and punctuate direct speech | <p>The consequences of stealing and the value of patience and determination have been identified as the morals of this story.</p> | <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Identify and use inverted commas (speech marks), to punctuate direct speech</p> <p>Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely</p> <p>Explore, identify and create complex sentences using a range of subordinate conjunctions.</p> |

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| | | | | <p>Use the comma to separate clauses in complex sentence where the subordinate clause appears first.</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action</p> |
| | <p>Shape Poems Reading Skill:</p> <ul style="list-style-type: none"> • To comment on the language, form and structure of poems. • To examine the effect of these on the reader <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognise some different forms of poetry <p>Language skill:</p> <ul style="list-style-type: none"> • participate in discussions, presentations, performances and debates • select and use appropriate registers for effective communication | <p>Writing Focus</p> <ul style="list-style-type: none"> • to write an effective shape poem with a water theme <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • 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 • use and understand grammatical terminology accurately and appropriately when discussing their writing and reading | <p><i>Again, by making poetry fun (this time with shape poems) children are helped to understand the importance of this genre in modern life. This promotes inclusion as children will then understand the place of poetry in world culture.</i></p> | <p>To generate and select prepositions for where e.g. Above below, beneath, within, outside, beyond</p> <p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>To identify and use similes</p> <p>To identify and use metaphors To identify and use personification Identify adjectives and use correctly for noun phrases.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p> | <p>The Paper Bag Princess Reading Skill:</p> <ul style="list-style-type: none"> • To compare and contrast princesses in different fairy tales <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • increase their familiarity with a wide range of books, including fairy stories, retelling some of these orally • identify themes and conventions in a wide range of books <p>Language skill:</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions | <p>Writing Focus</p> <ul style="list-style-type: none"> • to recount the day in Elizabeth’s life and how she felt. <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • grouping related material into paragraphs • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, in case | <p><i>The text prompts questions about gender stereotypes, judging people from their exterior appearance, rather than their character and promotes the importance of being true to yourself. There are clear themes of diversity, equality and of not allowing oneself to be limited by other people’s opinions, or to be bullied by them into doing something that is not right for you.</i></p> | <p>Identify clauses in sentences</p> <p>Use perfect form of verbs using have and has to indicate a completed action</p> <p>Identify and use inverted commas (speech marks), to punctuate direct speech e.g. improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Grouping related material into paragraphs.</p> |

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| | | | | <p>Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, although, in case</p> |
| | <p>Grace and Family Reading Skill:</p> <ul style="list-style-type: none"> • To identify the characters' viewpoint • To identify the setting in a story <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • identify how language, structure, and presentation contribute to meaning <p>Language skill:</p> <ul style="list-style-type: none"> • use relevant strategies to build their vocabulary | <p>Writing Focus</p> <ul style="list-style-type: none"> • to describe a setting, suggesting a viewpoint about it <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • grouping related material into paragraphs • improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate • in narratives, create settings, characters and plot • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, in case | <p>Diversity, equality and inclusion are all celebrated here as Grace visits The Gambia and comes to understand and value her extended family and to embrace the new culture she experiences there.</p> | <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Identify and use inverted commas (speech marks), to punctuate direct speech</p> <p>Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely</p> <p>Explore, identify and create complex sentences using a range of subordinate conjunctions. If, so, when, because, in case.</p> <p>Use the comma to separate clauses in complex sentence where the subordinate clause appears first.</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action</p> |
| | <p>Amazing Animal Journeys Reading Skill:</p> <ul style="list-style-type: none"> • To identify the cause-and-effect relationships in a non-fiction text • To infer a cause-and-effect relationship when it is not explicitly stated <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • read books that are structured in different ways and read for a range of purposes • draw inferences and justify inferences with evidence • retrieve and record information from non-fiction | <p>Writing Focus</p> <ul style="list-style-type: none"> • to write a non-chronological report for a magazine about the animal journeys <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • grouping related material into paragraphs • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | <p>The difficult lives of animals and their strength, intelligence and resilience are highlighted, developing respect and empathy with the living world. These are attributes to which we should all aspire and should inspire children to value all life.</p> | <p>Using headings and sub headings to organise information.</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely</p> |

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| | <p>Language skill:</p> <ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | <ul style="list-style-type: none"> • to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • to use conjunctions to express time and cause • use fronted adverbials | | <p>To explore and identify nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use the comma to separate clauses in complex sentence where the subordinate clause appears first.</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action</p> |
| | <p>Getting Along Together (GAT) Learning to listen Listening position Concentrating and Asking questions Understanding conflict Stop and stay cool Solutions to conflict “I message” footsteps to friendship</p> | <p>SAVVY READER (Non-fiction) Reading Skill:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet • use dictionaries to check the meaning of words that they read • check that the text makes sense to them discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text • retrieve and record information from non-fiction texts <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • To clarify words and ideas that are hard to understand • To identify main ideas and supporting details <p>Language skill:</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary | | |
| | <p>Tasty Poems Reading Skill:</p> <ul style="list-style-type: none"> • To comment on the sound and structure of poems • To perform them with expression <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Language skill:</p> <ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates | <p>Writing Focus</p> <ul style="list-style-type: none"> • To write a tasty poem <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • assess the effectiveness of their own and others’ writing and suggest improvements • use and understand grammatical terminology accurately and appropriately when discussing their reading and writing | | <p>To generate and select prepositions for where eg. Above below, beneath, within, outside, beyond</p> <p>Perform their own compositions by: Using appropriate intonation, tone and volume to present their writing to a group or class</p> <p>To identify and use similes</p> <p>To identify and use metaphors</p> <p>To identify and use personification</p> |

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| | | | Identify adjectives and use correctly for noun phrases. |
| <p>101 Ways to Save the Planet Before Bedtime</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> • To be able to interpret diagrams as part of comprehending a non-fiction text <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • identify how language, structure and presentation contribute to meaning • retrieve and record information from non-fiction <p>Language skill:</p> <ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • ask relevant questions to extend understanding and knowledge | <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a discussion leaflet about how to save the planet <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • grouping related material into paragraphs • plan to write by discussing and recording ideas • use and understand grammatical terminology accurately and appropriately when discussing writing | <p>This text highlights the importance of caring for the planet and all the organisms living there. Children are guided to interpret diagrams and data analysis so that they can understand the scientific evidence, which is an important life skill for any future research they may choose to do independently. The writing task of writing a report develops analytical skills, which are vital in being able to interpret and understand the world around us.</p> | <p>Explore, identify and create complex sentences using a range of conjunctions while, since</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>To use question marks appropriately</p> <p>Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely</p> <p>Use the comma to separate clauses in complex sentence where the subordinate clause appears first.</p> |
| <p>Ruby's Wish</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> • to identify how the setting affects what happens in a story • identify how language, structure, and presentation contribute to meaning <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence | <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a diary recount <p>Writing Skills:</p> <ul style="list-style-type: none"> • in narratives, create settings, characters and plot • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • use and understand grammatical terminology accurately and appropriately when discussing their writing and reading | <p>This is a very important text highlighting the issue of how gender discrimination can be embedded in a society and its culture. As a true story, it tells how discrimination was overcome by one girl through dedication and persistence, while also retaining her joy of life and fun personality. It also shows the importance of education and the fact that educational opportunities</p> | <p>Identify clauses in sentences</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> |

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| <p>Language skill:</p> <ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others | | <p>are a privilege which should be valued. The importance of questioning one's own ideas is stressed. Her grandfather did allow Ruby to be educated at home.</p> | <p>Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely</p> <p>Explore, identify and create complex sentences using a range of subordinate conjunctions. If, so, when, because, in case.</p> <p>Use the comma to separate clauses in complex sentence where the subordinate clause appears first.</p> |
| <p>The Hodgeheg</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> To clarify words and ideas that are hard to understand To identify main ideas and supporting details <p>Comprehension Skills:</p> <ul style="list-style-type: none"> ask questions to improve their understanding of a text - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p>Language skill:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge articulate and justify answers, arguments and opinions consider and evaluate different viewpoints, attending to and building on the contributions of others | <p>Writing Focus</p> <ul style="list-style-type: none"> to write a conversation between Max and his Pa using the correct punctuation <p>Writing Skills:</p> <ul style="list-style-type: none"> identify purpose and audience and effect for writing discuss and record ideas for planning using a range of formats grouping related material into paragraphs in narratives, create settings, characters and plot use and punctuate direct speech discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar use and understand grammatical terminology accurately and appropriately when discussing their reading and writing | <p>The multiple morals of this story are the importance of using problem-solving skills when we experience a challenge (the first step is to identify your issues, as Max does), to be persistent and resilient, and of course that you need to be careful crossing the road. The reading objective of recognising what a character is like, both explicit and inferred, continues to develop an understanding of the perspectives of others. The writing objective of writing a Road Safety leaflet explicitly supports safety.</p> | <p>Use inverted commas to punctuate direct speech (speech marks).</p> <p>To understand an independent clause</p> <p>Identify nouns (common, proper, collective)</p> <p>Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond.</i></p> <p>Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly.</i></p> |

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| Summer 2 | <p>The Owl Who Was Afraid of the Dark</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> • To state the main problem in the story and recognise how this is affected by other story events • To identify the series of events that lead to the story resolution <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • ask questions to improve their understanding of a text • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • predict what might happen from details stated and implied <p>Language skill:</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others | <p>Writing Focus</p> <ul style="list-style-type: none"> • To write a story opening that grabs the reader's interest <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • grouping related material into paragraphs • in narratives, create settings, characters and plot • to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • to use fronted adverbials | <p>The text highlights the importance of resilience when trying to overcome barriers in life. It also presents the concept that different people have different but absolutely valid, perspectives on the same subject and that by listening to and valuing these perspectives we can learn, develop and sometimes change our minds.</p> | <p>Use inverted commas to punctuate direct speech (speech marks) in independent writing.</p> <p>Independently edit and improve own writing using the perfect form of verbs</p> <p>Identify and use inverted commas (speech marks), to punctuate direct speech</p> <p>Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely</p> <p>Use the comma to separate clauses in complex sentence where the subordinate clause appears first.</p> |
| | <p>My Little Book of Weather</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> • To identify the cause-and-effect relationships in a non-fiction text • To clarify words that are hard to understand <p>Comprehension Skills:</p> <ul style="list-style-type: none"> • draw inferences and justify inferences with evidence • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • retrieve and record information from non-fiction <p>Language skill:</p> <ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | <p>Writing Focus</p> <ul style="list-style-type: none"> • to produce a leaflet about one of the weather conditions or events, using headings and sub-headings and including a contents page <p>Writing Skills:</p> <ul style="list-style-type: none"> • identify purpose and audience and effect for writing • discuss and record ideas for planning using a range of formats • grouping related material into paragraphs • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • organise paragraphs around a theme • to assess the effectiveness of their own and others' writing and suggest improvements • to use conjunctions to express time and cause | | <p>Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely</p> <p>Explore, identify and create complex sentences using a range of subordinate conjunctions. If, so, when, because, in case.</p> <p>Use the comma to separate clauses in complex sentence where the subordinate clause appears first.</p> <p>Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond.</i></p> |

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| | <ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge | | | <p>Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly</i>.</p> |
| | <p>Fantastically Great Women</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> To clarify the pronunciation and understanding of unfamiliar words To collect information from the text and explain what they have found out <p>Comprehension Skills:</p> <ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context retrieve and record information from non-fiction <p>Language skill:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary | <p>Writing Focus:</p> <ul style="list-style-type: none"> to describe a setting, suggesting a viewpoint about it <p>Writing Skills:</p> <ul style="list-style-type: none"> in non-narrative material use simple organisational devices (for example, headings and sub-headings) discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | <p>Themes of equality, diversity and inclusion are explicit as the ability of women to make a difference despite gender discrimination, ethnicity and lack of opportunity is highlighted.</p> | <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond</i>.</p> <p>Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly</i>.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, since</i>.</p> <p>Use the comma to separate clauses in complex sentence where the subordinate clause appears first.</p> |
| | <p>Little Lemurs Laughing</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> To comment on the sound of poems To perform with expression <p>Comprehension Skills:</p> <ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Language skill:</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates | <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a poem using the senses <p>Writing Skills:</p> <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggest improvements use and understand grammatical terminology accurately and appropriately when discussing their reading and writing | <p>These poems enable children to view the ordinary, and extraordinary from a fun perspective, fostering both a love of poetry and humour. This is about inclusion, as it is important for children not to dismiss poetry as irrelevant to them and to see it as a valid form of expression, and one that is essential for both rap and song writing.</p> | <p>Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond</i>.</p> <p>Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly</i>.</p> |

| Reading Coverage Statements for the year | Writing Coverage Statements for the year |
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| <p>As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to and discussing a range of fiction, poetry, plays, non-fiction. ▪ Regularly listening to whole novels read aloud by the teacher. ▪ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. ▪ Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i> ▪ Recognising some different forms of poetry e.g. <i>narrative, free verse.</i> ▪ Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i> ▪ Using dictionaries to check meanings of words they have read. ▪ <u>Sequencing and discussing the main events in stories.</u> ▪ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories.</i> ▪ Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> ▪ Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i> ▪ Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination. ▪ Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> ▪ <u>Discussing their understanding of the text</u> ▪ <u>Explaining the meaning of unfamiliar words by using the context</u> ▪ <u>Making predictions based on details stated</u> ▪ <u>Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></u> ▪ <u>Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</u> ▪ Using point and evidence to structure and justify responses. ▪ Discussing the purpose of paragraphs. ▪ Identifying a key idea in a paragraph. <p>Retrieve and record information from non-fiction</p> | <ul style="list-style-type: none"> ▪ <u>Explore and identify main and subordinate clauses in complex sentences.</u> ▪ <u>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case.</i></u> ▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> ▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i> ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i> ▪ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> ▪ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. <p>Explore and collect words with prefixes <i>super, anti, auto.</i></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. ▪ <u>Discussing and recording ideas for planning.</u> ▪ Creating and developing settings for narratives. ▪ Creating and developing characters for narrative. ▪ Creating and developing plots based on a model. ▪ Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▪ <u>Grouping related material into paragraphs.</u> ▪ <u>Using headings and sub headings to organise information.</u> <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> ▪ <u>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</u> ▪ Discussing and proposing changes with partners and in small groups. ▪ Improving writing in the light of evaluation. <p>Perform their own compositions by:</p> <p>Using appropriate intonation, tone and volume to present their writing to a group or class</p> |

- Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*
- Quickly appraising a text to evaluate usefulness.
- Navigating texts in print and on screen.

Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say

- Developing and agreeing on rules for effective discussion.

Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*

- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *un-, dis-, -mis-, re-*.
- Use suffixes to understand meanings e.g. *-ation, -ous*.
- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use intonation, tone and volume when reading aloud.

Take note of punctuation when reading

- Use further **prefixes** and **suffixes** and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Use the first two 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.
- Learn to spell new words correctly and have plenty of practice in spelling them.
- Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys').
- Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
- Form and use the four basic handwriting joins.
- Write legibly.