

Class 3 - Year A					
<b>Fiction texts</b>	Time travel story Stone Age Boy	Defeating the monster Theseus and the Minotaur	Finding tale Adventure at Sandy Cove	Warning tale Kassim and the Dragon	Poetry Performance, Calligrams, Language Play
<b>Independent and purposeful writing opportunities</b>	The children will write their own time travel story with a focus on description.	The children will write their own defeating the monster with a focus on clauses and settings.	The children will write their own finding tale with a focus on speech and action.	The children will write their own warning tale with a focus on characterisation.	The children will write their own poem with a focus on structure and performance.
<b>Non-fiction texts</b>	Recount	Instructions How to Wash a Woolly Mammoth	Information text Animals	Discussion text	Persuasion text Visit Europe
<b>Independent and purposeful writing opportunities</b>	The children will write their own letter recount with a focus on tenses and conjunctions.	The children will write and evaluate their own instructions with a focus on adverbs and punctuation.	The children will write their own information text with a focus on expanded noun phrases and prepositions.	The children will write their own discussion text with a focus on tenses and paragraphs.	The children will write their own persuasive text to visit Europe with a focus on purpose and audience.
Class 3 - Year B					
<b>Fiction texts</b>	Time travel story Clock Close	Defeating the monster	Finding tale Adventure at Sandy Cove	Warning tale Kassim and the Dragon	Poetry Performance, Calligrams, Language Play
<b>Independent and purposeful writing opportunities</b>	The children will write their own time travel story with a focus on description.	The children will write their own defeating the monster with a focus on clauses and settings.	The children will write their own finding tale with a focus on speech and action.	The children will write their own warning tale with a focus on characterisation.	The children will write their own poem with a focus on structure and performance.
<b>Non-fiction texts</b>	Recount	Instructions	Information text Animals	Discussion text	Persuasion text Visit Europe
<b>Independent and purposeful writing opportunities</b>	The children will write their own recount with a focus on tenses and conjunctions.	The children will write and evaluate their own instructions with a focus on adverbs and punctuation.	The children will write their own information text with a focus on punctuation and conjunctions.	The children will write their own discussion text with a focus on tenses and paragraphs.	The children will write their persuasive text to visit Europe with a focus on purpose and audience.
<b>Spoken language</b>	<ul style="list-style-type: none"> <li>• Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Ask questions to improve his/her understanding and knowledge of a text.</li> </ul> </li> <li>• Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English appendix 2). <ul style="list-style-type: none"> <li>• Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Articulate and justify answers, arguments and opinions.</li> </ul> </li> </ul>				

	<ul style="list-style-type: none"> <li>● Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.</li> <li>● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <ul style="list-style-type: none"> <li>● Speak audibly and fluently with an increasing command of standard English.</li> </ul> </li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>● Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. <ul style="list-style-type: none"> <li>● Use the suffix -ly.</li> </ul> </li> <li>● Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. <ul style="list-style-type: none"> <li>● Spell words with endings which sound like 'zhun' e.g. division, decision.</li> </ul> </li> <li>● Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane. <ul style="list-style-type: none"> <li>● Spell words that are often misspelt with reference to English Appendix 1.</li> </ul> </li> <li>● Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym. <ul style="list-style-type: none"> <li>● Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</li> <li>● Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</li> <li>● Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</li> <li>● Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</li> </ul> </li> <li>● Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>● Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined.</li> <li>● Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>● Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. <ul style="list-style-type: none"> <li>● Plan his/her writing by discussing and recording ideas within a given structure.</li> </ul> </li> <li>● Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2. <ul style="list-style-type: none"> <li>● Draft and write by organising writing into paragraphs as a way of grouping related material. <ul style="list-style-type: none"> <li>● Draft and write narratives, creating settings, characters and plot.</li> </ul> </li> <li>● Draft and write non-narrative material, using headings and sub-headings to organise texts. <ul style="list-style-type: none"> <li>● Evaluate and edit by assessing the effectiveness of his/her own writing.</li> </ul> </li> <li>● Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</li> </ul> </li> <li>● Proof-read for spelling errors and for punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. <ul style="list-style-type: none"> <li>● Read his/her 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.</li> </ul> </li> </ul>
<b>Terminology</b>	<b>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</b>