

Class 3 - Year A					
Fiction texts	Time travel story Stone Age Boy (Year A) <i>Model text</i>	Defeating the monster Theseus and the Minotaur <i>Model text</i>	Finding tale	Warning tale The Caravan	Poetry
Independent and purposeful writing opportunities	The children will write their own time travel story with a focus on setting.	The children will write their own defeating the monster with a focus on character.	The children will write their own finding tale with a focus on plot.	The children will write their own warning tale with a focus on direct speech.	The children will write their own poem with a focus on structure and performance.
Non-fiction texts	Recount – letter Stone Age Boy	Instructions How to Wash a Woolly Mammoth	Information text Flotsam	Chronological report Tudors	Persuasion text Visit Somerset
Independent and purposeful writing opportunities	The children will write their own letters as the main character from the story with a focus on time connectives.	The children will write and evaluate their own instructions with a focus on adverbs and clauses.	The children will write their own information text with a focus on punctuation and conjunctions.	The children will write their own report about a Tudor king or queen with a focus on tenses and paragraphs.	The children will write their own persuasive text to visit Somerset with a focus on purpose and audience.
Class 3 - Year B					
Fiction texts	Time travel story The Boy Who Stepped Through Time (Romans)	Defeating the monster Beowulf (Vikings)?	Finding tale Romans on the rampage The 1000 year old boy	Warning tale The Caravan	Poetry
Independent and purposeful writing opportunities	The children will write their own time travel story with a focus on plot.	The children will write their own defeating the monster with a focus on character.	The children will write their own finding tale with a focus on setting.	The children will write their own warning tale with a focus on direct speech.	The children will write their own poem with a focus on structure and performance.
Non-fiction texts	Recount – newspaper Mount Vesuvius/Pompeii	Instructions How to survive a Viking raid or quest	Information text European country	Chronological report Boudica	Persuasion text Visit Milverton
Independent and purposeful writing opportunities	The children will write their own newspaper recount with a focus on adjectives and time connectives.	The children will write and evaluate their own instructions with a focus on adverbs and clauses.	The children will write their own information text with a focus on punctuation and conjunctions.	The children will write their own report about Boudica with a focus on tenses and paragraphs.	The children will write their own persuasive text to visit Milverton with a focus on purpose and audience.
Spoken language	<ul style="list-style-type: none"> ● Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ● 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"> ● Discuss words and phrases that capture the reader's interest and imagination. ● Ask questions to improve his/her understanding and knowledge of a text. ● 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. ● 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"> ● Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. ● Articulate and justify answers, arguments and opinions. 				

	<ul style="list-style-type: none"> ● Give well-structured descriptions, explanations and narratives for different purposes, including 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. <ul style="list-style-type: none"> ● Speak audibly and fluently with an increasing command of standard English.
Spelling	<ul style="list-style-type: none"> ● 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"> ● Use the suffix -ly. ● Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. <ul style="list-style-type: none"> ● Spell words with endings which sound like 'zhun' e.g. division, decision. ● 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"> ● Spell words that are often misspelt with reference to English Appendix 1. ● 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"> ● Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. <ul style="list-style-type: none"> ● Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. <ul style="list-style-type: none"> ● Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. ● Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. ● Use the first two or three 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.
Handwriting	<ul style="list-style-type: none"> ● 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. ● 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.
Composition	<ul style="list-style-type: none"> ● 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"> ● Plan his/her writing by discussing and recording ideas within a given structure. ● 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"> ● Draft and write by organising writing into paragraphs as a way of grouping related material. <ul style="list-style-type: none"> ● Draft and write narratives, creating settings, characters and plot. ● Draft and write non-narrative material, using headings and sub-headings to organise texts. <ul style="list-style-type: none"> ● Evaluate and edit by assessing the effectiveness of his/her own writing. ● Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. ● 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"> ● 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.
Terminology	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas