

Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation.
<p>Non-Fiction: Biographies – Narratives of Liberation/Rosa Parks</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• Apply their knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>• Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</li> </ul> <p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by.</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• using dictionaries to check the meaning of words that they have read.</li> <li>• identifying themes and conventions in a wide range of books.</li> <li>• discussing words and phrases that capture the reader’s interest and imagination.</li> </ul> <p>Pupils are taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• predicting what might happen from details stated and implied.</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>• identifying how language, structure and presentation contribute to meaning.</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul> <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas.</li> </ul> <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• organise paragraphs around a theme.</li> </ul> <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> <li>• proposing changes to grammar and vocabulary to improve consistency.</li> </ul> <p>Pupils are taught to proof-read for spelling and punctuation errors.</p>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• learning the grammar for years 3 and 4 in English Appendix 2.</li> </ul>

	<p>Pupils are taught to retrieve and record information from non-fiction.</p> <p>Pupils are taught to 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>		
<p>Poetry: Explore Narrative Poetry.</p>	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• using dictionaries to check the meaning of words that they have read.</li> <li>• increasing their familiarity with a wide range of books and retelling some of these orally.</li> <li>• identifying themes and conventions in a wide range of books.</li> <li>• preparing poems to read aloud and to perform, showing</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul> <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in</li> </ul>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• using fronted adverbials.</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2.</li> </ul> <p>Pupils are taught to indicate grammatical and other features by:</p>

	<p>understanding through intonation, tone, volume and action.</p> <ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader’s interest and imagination.</li> <li>• recognising some different forms of poetry (for example, free verse, narrative poetry).</li> </ul> <p>Pupils are taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discuss their understanding and explaining the meaning of words in context.</li> <li>• asking questions to improve their understanding of a text.</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>• identifying how language, structure, and presentation contribute to meaning.</li> </ul> <p>Pupils are taught to participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas.</li> </ul> <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>• organising paragraphs around a theme.</li> <li>• In narratives, create settings.</li> </ul> <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> <li>• proposing changes to grammar and vocabulary to improve consistency.</li> </ul> <p>Pupils are taught to proof-read for spelling and punctuation errors.</p> <p>Pupils are taught to read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>• using commas after fronted adverbials.</li> <li>• using and punctuating direct speech.</li> </ul>
<b>Unit</b>	<b>Reading (comprehension)</b>	<b>Writing (transcription and composition)</b>	
<p><b>Fiction: Traditional tales and fables – Fairy tales and playscripts</b></p>	<p>Pupils are taught to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them.</li> <li>• spell words that are often misspelt.</li> <li>• place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals.</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,</li> </ul>	

	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</li> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> </ul> <p>Pupils are taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining meaning of words in context.</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>predicting what might happen from details stated and implied.</li> <li>identifying how language, structure, and presentation contribute to meaning.</li> </ul> <p>Pupils are taught to 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>	<p>that include words and punctuation taught so far.</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>increase the legibility, consistency and quality of their handwriting, for example by ensuring 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> <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>discussing and recording ideas.</li> </ul> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>in narratives, creating settings, characters and plot.</li> </ul> <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul>
--	--	--