

Genre	Text	Reading focus Skills to be covered throughout the year in no order, highlight when covered.	Composition	Grammar
<p><u>Narrative</u></p> <p>Unit 1: Stories with familiar settings (3 weeks)</p> <p>Unit 2: Myths and legends (3 weeks)</p>		<p>Pupils should be taught to:</p> <p>To develop positive attitudes to reading</p> <p>To listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To identify themes and conventions in a wide range of books preparing poems and play scripts to read aloud</p> <p>To discuss words and phrases that capture the reader's interest and imagination</p> <p>To check that the text makes sense to them,</p> <p>To ask questions to improve their understanding of a text</p> <p>To draw on inferences such as inferring characters' feeling</p> <p>To predict what might happen from details stated and implied</p> <p>To identify how language, structure, and presentation contribute to meaning</p> <p>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>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally</p> <p>organising paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>evaluate and edit</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class,</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p>
<p><u>Non-Fiction</u></p> <p>Unit 1: Reports (2 weeks)</p> <p>Unit 2: Instructions (2 weeks)</p>		<p>To retrieve and record information from non-fiction using dictionaries to check the meaning of words that they have read</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p><u>Poetry</u></p> <p>Unit 1: Creating images (1 week)</p>		<p>To recognising some different forms of poetry [for example, free verse, narrative poetry]</p>		

First half term: Recap

<p>The suffixes –ment, –ness, –ful , –less and –ly</p>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment payment movement</p> <p>sadness happiness darkness prettiness laziness</p>	<p>helpful painful hopeful careful</p> <p>hopeless homeless</p> <p>badly</p>
<p>Contractions</p>	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	<p>can't haven't didn't couldn't wouldn't shouldn't</p>	<p>I'll I'm you're you'll he'll doesn't</p>
<p>The possessive apostrophe (singular nouns)</p>		<p>Megan's, Ravi's, the girl's, the child's, the man's</p>	
<p>Words ending in –tion</p>		<p>station fiction motion national</p>	<p>section action</p>
<p>Homophones and near-homophones</p>	<p>It is important to know the difference in meaning between homophones.</p>	<p>there/their/ they're here/hear quite/quiet see/sea bare/bear</p>	<p>one/won sun/son to/too/two be/bee blue/blew night/knight</p>

Autumn Term

<p>1. Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>forgetting forgotten beginning beginner begging hugged grabbed hopping</p>	<p>hoping prefer preferred gardener gardening limiting limitation limited</p>
<p>2. The /ɪ/ sound spelt y elsewhere than at the end of words</p>	<p>These words should be learnt as needed.</p>	<p>myth gym Egypt mystery pyramid cygnet</p>	<p>lyric syrup system typical hymn crystal</p>
<p>3. The /ʌ/ sound spelt ou</p>	<p>These words should be learnt as needed.</p>	<p>touch young double trouble country trouble couple</p>	<p>country cousin courage encourage flourish nourish</p>

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<p><u>Narrative</u></p> <p>Unit 3: Adventure and mystery (2 weeks)</p> <p>Unit 4: Authors and letters (2 weeks)</p>		<p>Pupils should be taught to:</p> <p>To develop positive attitudes to reading</p> <p>To listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To identify themes and conventions in a wide range of books preparing poems and play scripts to read aloud</p> <p>To discuss words and phrases that capture the reader's interest and imagination</p> <p>To check that the text makes sense to them,</p> <p>To ask questions to improve their understanding of a text</p> <p>To draw on inferences such as inferring characters' feeling</p> <p>To predict what might happen from details stated and implied</p> <p>To identify how language, structure, and presentation contribute to meaning</p> <p>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>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally</p> <p>organising paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>evaluate and edit</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class,</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p><u>Non-Fiction</u></p> <p>Unit 1 : Reports (2 weeks)</p> <p>Unit 3: Information texts (2 weeks)</p>		<p>To retrieve and record information from non-fiction using dictionaries to check the meaning of words that they have read</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	
<p><u>Poetry</u></p> <p>Unit 2: Shape poetry and calligrams (2 weeks)</p>		<p>To recognising some different forms of poetry [for example, free verse, narrative poetry]</p>		

4. More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in- becomes il-.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p>	dishearten dislike dislodge disappoint disagree disappear displease disqualify dishonest disconnect disinfect rebound rebuild recycle recall refill reform retreat return replace revisit replay rewrite submarine submerge antiseptic antisocial anticlockwise	miscount misdeal misfire misfortune mishear misinform misread misbehave misplace mistake miscalculate misplace unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual undo untie unzip unofficial unusual undress interactive internet international interrelated	inactive incorrect indefinite incomplete illegal illegible immature immortal impossible impatient impossible impolite impure irregular irrelevant irresponsible superhero superman supermarket superstar autobiography autograph automatic automobile subway subdivide subheading
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<p>7. Words with endings sounding like / ʒə/ or /tʃə/</p>	<p>The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure treasure pleasure enclosure adventure feature feature creature furniture</p>	<p>mixture picture nature adventure stretcher catcher richer teacher</p>
<p>8. Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>		<p>division invasion confusion decision collision television</p>

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<p><u>Non-Fiction</u></p> <p>Unit 3: Information texts (2 weeks)</p>		<p>To retrieve and record information from non-fiction using dictionaries to check the meaning of words that they have read</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	
<p><u>Poetry</u></p> <p>Unit 3: Language play (2 weeks)</p>		<p>To recognising some different forms of poetry [for example, free verse, narrative poetry]</p>		

<p>17. Homophones and near-homophones</p>		<p>accept except affect effect ball bawl berry bury brake break fair fare grate great groan grown here hear heel heal he'll knot not</p>	<p>mail male main mane meat meet medal meddle missed mist peace piece plain plane rain rein reign scene seen weather whether whose who's</p>
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<p>10. Endings which sound like /ʃən/, spelt –tion, –sion</p>	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p>	<p>invention injection action hesitation completion fraction detention mention</p>	<p>comprehension tension session</p>
<p>11. Words with the /k/ sound spelt ch (Greek in origin)</p>		<p>scheme chorus chemist echo character ache</p>	<p>orchid architect orchestra mechanic stomach</p>