

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 historical settings (3 weeks)</p> <p>Unit 2: Stories set in imaginary worlds (2 weeks)</p>		<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</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 use dictionaries to check the meaning of words that they have read</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 and to perform, showing understanding through intonation, tone, volume and action</p> <p>To discussing words and phrases that capture the reader's interest and imagination</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>To understand what they read, in books they can read independently, by:</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p> <p>To identify how language, structure, and presentation contribute to meaning</p> <p>To retrieve and record information from non-fiction</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</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, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</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: Recounts: newspapers/magazines (4 weeks)</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><u>Poetry</u></p> <p>Unit 1: Creating images (2 weeks)</p>				

17. Homophones and near-homophones		accept except affect effect ball bawl berry bury brake break fair fare grate great groan grown here hear heel heal he'll knot not	mail male main mane meat meet medal meddle missed mist peace piece plain plane rain rein reign scene seen weather whether whose who's
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4. More prefixes

Most prefixes are added to the beginning of root words without any changes in spelling, but see **in-** below.

Like **un-**, the prefixes **dis-** and **mis-** have negative meanings.

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**.

Before a root word starting with **m** or **p**, **in-** becomes **im-**.

Before a root word starting with **r**, **in-** becomes **ir-**.

re- means 'again' or 'back'.

sub- means 'under'.

inter- means 'between' or 'among'.

super- means 'above'.

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><u>Narrative</u></p> <p>Unit 3: Stories from other cultures. (3 weeks)</p> <p>Unit 2: Stories set in imaginary worlds (2 weeks)</p>		<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</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 use dictionaries to check the meaning of words that they have read</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 and to perform, showing understanding through intonation, tone, volume and action</p> <p>To discussing words and phrases that capture the reader's interest and imagination</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>To understand what they read, in books they can read independently, by:</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p> <p>To identify how language, structure, and presentation contribute to meaning</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</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, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</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 2: Information texts (4 weeks)</p>				
<p><u>Poetry</u></p> <p>Unit 2: Exploring form (2 weeks)</p>		<p>To retrieve and record information from non-fiction</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>		

5. The suffix –ation	<p>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information adoration sensation preparation admiration station preparation</p>	<p>vibration decoration donation coronation duration registration population</p>
6. The suffix –ly	<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>sadly, completely usually finally comically badly happily strangely really</p> <p>gently simply humbly nobly</p>	<p>suddenly actually loudly quickly carefully probably unhappily easily luckily angrily</p> <p>basically frantically dramatically</p>
9. The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous dangerous mountainous famous various tremendous enormous jealous humorous glamorous vigorous</p> <p>courageous outrageous</p>	<p>serious obvious curious</p> <p>hideous spontaneous courteous</p>

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<p><u>Narrative</u></p> <p>Unit 4: Stories which raise issues/dilemmas. (3 weeks)</p> <p>Unit 5: Plays (2 weeks)</p>		<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</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 use dictionaries to check the meaning of words that they have read</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 and to perform, showing understanding through intonation, tone, volume and action</p> <p>To discussing words and phrases that capture the reader's interest and imagination</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>To understand what they read, in books they can read independently, by:</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p> <p>To identify how language, structure, and presentation contribute to meaning</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</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, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</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 3: Explanation texts (2 weeks)</p> <p>Unit 4: Persuasive texts (4 weeks)</p>		<p>To retrieve and record information from non-fiction</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><u>Non-Fiction</u></p> <p>Unit 3: Explanation texts (2 weeks)</p> <p>Unit 4: Persuasive texts (4 weeks)</p>				

<p>12. Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>		<p>chalet chef machine</p>	<p>brochure parachute chute</p>
<p>13. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p>		<p>league tongue catalogue dialogue epilogue vague rogue</p>	<p>antique unique boutique picturesque mosque cheque</p>
<p>14. Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ / k/.</p>	<p>science scene discipline fascinate</p>	<p>crescent scissors descend ascent</p>
<p>15. Words with the /eɪ/ sound spelt ei, eigh, or ey</p>		<p>sleigh neigh eight weight neighbour</p>	<p>vein they convey obey grey</p>
<p>16. Possessive apostrophe with plural words</p>	<p>The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).</p>	<p>girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</p>	