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|  **English Long term Plan: Years 3 & 4 Cycle B (2024 – 2025)** |
|  |  **Autumn: Term A** | **Autumn: Term B** | **Spring: Term A** | **Spring: Term B** | **Summer: Term A** | **Summer: Term B** |
| **Class Topic Focus** | **Heavenly Habitats****Science driven** | **Rockin’ Romans** **History Driven** | **Terrible Tudors****History Driven** | **Avventure Italiane****Geography Driven** |  **Forces in Nature****Science/ Geography driver** | **Awfully Awesome Egyptians****History Driver** |
| **Fiction** | **Picture Book** | **Fantasy** | **Historical Text &****Play Scripts** | **Fables**  | **Adventure** | **Thriller/****Spooky** |
|  |  |  |  |  |  |
| **Non-Fiction** | **N/A** | **Persuasion** | **Diary** | **Letters** | **Non-Chronological Report** | **Recount** |
| **Suggested Writing Outcomes** | **Fiction*** Narrative on a theme (Self-confidence, creativity, growth mind-set)

**Complete Place Value of Grammar and Punctuation Unit in Autumn A.** **Secure basic skills.** **Link GPS activities to core book** | **Fiction*** Narrarive voice
* Character Description

**Non-Fiction:*** Persuasion
 | **Fiction:** * Character Dialogue
* Character viewpoint
* Create a specific setting or mood
* Historical play script

**Non: Fiction*** Diary
 | **Fiction:** * Character viewpoints
* Create own stories with morals

**Non-Fiction:** * Informal Letters from characters
 | **Fiction:** * Adventure Narrative (Story)

**Non-Fiction:*** Non- Chronological Report

  | **Fiction**: * Spooky Narrative (Story)

**Non-Fiction:*** Recount
 |
| **Poetry** | **Shape Poetry** | **Poems on a Theme** | **Kennings** |
| **Alternative Reads****(Age 7 – 9)** | **Picture Books*** Tuesday
* Flotsam
* Journey
 | **Fantasy Books*** Evol
* Taking Flight
* Soar
* The Dreamgiver
* Once in a Lifetime
* Journey of Edward
* Tulane
* Matilda
* George’s Marvellous
* Medicine
* Reverso
* Rumblestar
* The Nothing to See
* Here Hotel
* Who Let the Gods Out?
* The Boy Who Grew
* Dragons
* Pugs of The Frozen
* North
 | **Historical Narrative*** Tadeo Jones

**Play scripts*** Soar
* Home Sweet Home
* Matilda
* Horrid Henry
 | **Play scripts*** Soar
* Home Sweet Home
* Matilda
* Horrid Henry
 | **Adventure Books*** Tadeo Jones
* The Rocketeer
* Ride of Passage
* Spy Fox
* The Firework-Maker’s
* Daughter
* Fantastic Mr. Fox
* Home Sweet Home
* Ruckus
* Taking Flight
* Journey
* Free Lance
* Arthur and the Golden
* Rope
 | **Thriller/Spooky*** Marshmallows
 |
| **GPS**Plus Appendix 2 from the NC | **Teach the Place Value of Grammar and Punctuation unit from Grammarsaurus in Autumn term to embed key knowledge and basic skills.****Try to bring this alive by linking GPS tasks to class book/ Novel** * Noun/ noun phrase
* Common and proper nouns
* Collective nouns
* Verbs
* Being verbs ‘to have’
* Action verbs
* Verb phrases
* Irregular action
* Subject
* Subject/verb in single clause sentences
* Pronouns to avoid repetition
* Subject/verb focus
* Present perfect form of verbs
* Determiners
* Use ‘a’ or ‘an’ correctly
* ***Capital letters, full stops, question marks, exclamation marks (secure)***
* **Commas for items in a list (secure)**
* **Apostrophes (secure)**
 | * Clauses
* Main and subordinate clauses in complex sentences.
* Conjunctions
* Commas to separate clauses in complex sentences***.***
* **Co-coordinating** conjunctions

Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because) and **prepositions** (e.g. before, after, during, because of)* **Subordinate clause** sentences
* Inverted commas for direct speech
 | * Revise noun phrase
* Preposition phrases
* Adverbials
* Fronted adverbials
* Use of comma after fronted adverbials
* Use of paragraphs to organise themes
* Use of inverted commas and other punctuation to indicate direct speech.
* Apostrophe for plural possession
* Possessive pronouns
* Alliteration
* Similes/ metaphors
 | **Deeply embed grammar taught throughout the year.** **Ensure this applied in writing and although elements may be taught discretely, they are continuously picked up upon in daily writing.****Children must be given frequent opportunities in writing to apply and deeply embed the GPS skills taught** |
| **GPS****Terminology to secure** | **Sticky Learning (What pupils’ should already know)****Year 1:** letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark **Year 2:** noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma  |  **Year 3 content to be introduced:*** preposition, conjunction
* word family, prefix
* clause, subordinate clause
* direct speech
* consonant, consonant letter vowel, vowel letter
* inverted commas (or ‘speech marks’)
 | **Year 4 content to be introduced:*** determiner
* pronoun, possessive pronoun
* adverbial
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| **Spelling**Plus Appendix 2 from the NC | **Grammarsaurus*** Wk. 1: Homophones
* WK 2: ei/ eigh/ ey that sounds like /ai/
* Wk 3: sc (c is silent)
* WK 4: ‘ue’ that sounds /g/ or /k/
* Wk 5: Ch that sounds like /sh/
* Wk 6: Ch that sounds like /k/

 **Additional**Root words/families (See below)Prefixes (See below)Suffixes (See below)Year 3 & 4 statutory spellings | **Grammarsaurus**Wk 1: y with the sound /i/ Wk 2: ureWk 3: tion and sion with the sound /shun/ Wk 4: Suffix ‘ous’ Wk 5: Prefix ‘dis-‘ and mis’ Wk 6: Prefix ‘im-‘ and ‘re-‘ **Additional**Root words/ families (See below)Prefixes (See below)Suffixes (See below)Year 3 & 4 statutory spellings | **Grammarsaurus**Wk. 1: SuffixesWk.2: ‘ou’ but sounds ike /ow/ oo/ uWk 3: Suffix –s and –esWk 4: Apostrophe for possessionWk5: Prefix /su/ in/ auto/ anti/Wk 6: Revision of spellings for the term **Additional**Root words/ families (See below)Prefixes (See below)Suffixes (See below)Year 3 & 4 statutory spellings | **Grammarsaurus**Wk.1: homophonesWk 2: Prefix ‘al’ that sounds like /all/ Wk 3: Suffix ‘ful’ Wk 4: suffixes (different)Wk 5: suffix ‘ous’ Wk 6: Revision of spellings for the term**Additional**Root words/families (See below)Prefixes (See below)Suffixes (See below)Year 3 & 4 statutory spellings | **Grammarsaurus**WK 1: HomophonesWk 2: Common exception wordsWk 3: Common exception wordsWk 4: Common exception wordsWk 5: Revision Week**Additional**Root words/ families (See below)Prefixes (See below)Suffixes (See below)Year 3 & 4 statutory spellings | **Grammarsaurus**Wk 1: Unstressed vowelWk 2: soft ‘g’, hard ‘g’Wk 3: ‘augh’ and ‘au’Wk 4: compound nounsWk 5: Revision week. **Additional**Root words/ families (See below)Prefixes (See below)Suffixes (See below)Year 3 & 4 statutory spellings |
| **Handwriting** | **Follow the Letter Join scheme for your year group to teach handwriting daily. All children must be able to fluently join before entering Yr. 5** |

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| **Reading** |
| **Books at an age-appropriate interest level (Year 3)****e.g.: Fiction: Fables, fairy tales, folk tales, mystery and adventure, play scripts****Non-fiction: Recounts, diaries, non-chronological reports, persuasion****Poetry: Classic poetry, shape poetry, calligrams, poems on a theme****Books at an age-appropriate interest level (Year 4)****e.g.: Fiction: Myths, fairy tales, fantasy, issues and dilemmas , play scripts****Non-fiction: Newspapers, explanations, information, persuasion, discussion****Poetry: Classic poetry, kennings, Haiku, poems on a theme** |
| **Word Reading** | **LCC: Learning And Progression Steps** **LAPS Progression 1:**  | **LCC: Learning And Progression Steps****LAPS Progression 2:**  | **LCC: Learning And Progression Steps LAPS Progression 3:**  | **Key Learning Outcome****National Curriculum statutory Expectations** |
| **Root Words*** Yr.3: Use knowledge of root words to understand meanings of words e.g. forget, forgetting, begin, beginner, garden, gardening, gardener
* Yr.4: Use knowledge of root words to understand meanings of words e.g. fame, famous, famously, surprise, surprisingly, decide, undecided, decision, indecisive, appear, reappear, disappear, appearance, favour, favourite, favourable.
 | **Root Words*** Yr. 3: : Use knowledge of root words to understand meanings of words e.g. limit, limiting, limited, limitation
* Yr.4: Use knowledge of root words e.g. strange, stranger, strangely, estranged, probable, probably, improbable, guide, misguided, guiding, answer, unanswered, answerable, centre, central, centred.
 | **Root Words*** Yr. 3: Use knowledge of root words to understand meanings of words e.g. base, basic, basically, drama, dramatic, dramatically.
* Yr.4: Use knowledge of words to understand meanings of words e.g. separate, separately, separation, image, imagine, imagination, continue, continually, continuation, inform, information, informative, informant, adore, adoringly, adoration.
 | * **Yr. 3: Use knowledge of root words to understand meaning of words.**
* **Yr.4: Use knowledge of root words to understand meanings of words.**
 |
| **Prefixes*** Yr.3: Use prefixes to understand meanings e.g.
* **Un-, dis-, mis**- (meaning not) acceptable, unlock, unbelievable, disappoint, disagree, disobey, misbehave, mislead, misspell.
* Yr.4: Use prefixes to understand meanings e.g.

 **;ir’** (meaning not) irregular, irreplaceable, irresponsible**‘il’** m(meaning not) | **Prefixes*** Yr.3: Use prefixes to understand meanings e.g. **re-** (meaning ‘again’ or ‘back’), **pre- (**meaning ‘before’) refresh, redecorate, reappear, preschool, prepay, prehistoric.
* Yr.4: Use prefixes to understand meanings e.g.

**Sub –** (Meaning under) subheading, submarine, submerge, **Inter –** (meaning between) | **Prefixes*** Yr.3: Use prefixes and understand meanings e.g**. in**-, im-,(meaning not) incorrect, inactive, inappropriate, impossible, impolite
* Yr. 4: Use prefixes to understand meaning e.g. **Super** (meaning above and beyond) superman, supermarket. **Anti-** (meaning against) antiseptic, anticlockwise, antisocial. **Auto** (meaning self or own) autograph, autobiography
 | * **Yr.3: Use prefixes to understand meanings e.g., un-, dis-, mis-, re-, pre-, im-, in-**
* **Yr.4: Use prefixes to understand meanings**

**E.g. in-/ ir-/ sub-/ inter- super- anti- auto –** **Appendix 2 of NC:****Formation of nouns using a range of prefixes** |
| **Suffixes*** Yr.3: Use suffix to understand meanings **‘-ly’** (meaning in this way) sadly, finally, completely
* Yr.4: Use suffixes to understand meanings of nouns e.g. **–tion** (meaning ‘act of ’or ‘state of’ invention, description. –**ssion** (meaning ‘act of’ or ‘state of’) confession, admission
 | **Suffixes*** Yr. 3: Use suffix to understand meanings **‘-ly’** (meaning in this way) energetically, frantically, gently, nobly, comically.
* Yr. 4: Use suffixes to understand meanings e.g. **–cian** (meaning having a skill or art) musician, electrician.

**-sion (**meaning ‘act’ or ‘state of’) | **Suffixes*** Yr. 3: Use suffixes to understand the meanings of ‘ous’ (meaning ‘full of’) mountainous, humorous, poisonous, dangerous, courageous.
* Yr.4: Use suffixes to understand meanings of nouns e.g. –ation (indicating action or state): admiration, preparation, adoration, sensation, information.
 | * **Yr.3: Use suffixes to understand meanings e.g –ly, -ous.**
* **Yr.4:**  **Use suffixes to understand meanings e.g.–ation / - tion / –ssion / –cian / -sion**
 |
| **Year 3/ 4 word list (See below)*** Yr.3: Read and understand selected words from the yr. 3 list
* Yr.4: Read and understand selected words from the Year 4 list.
 | **Year 3/ 4 word list (See below)*** Yr.3: Read and understand selected words from the yr. 3 list
* Yr.4: Read and understand selected words from the Year 4 list.
 | **Year 3/ 4 word list (See below)*** Yr.3: Read and understand selected words from the yr. 3 list
* Yr.4: Read and understand selected words from the Year 4 list.
 | * **Yr.3: Read and understand selected words from the yr. 3 list**
* **Yr.4: Read and understand selected words from the Year 4 list.**
 |
| **Develop Pleasure in reading and motivation to read** | * Yr.3: Identify the main events from a story in sequence by saying what happened at each stage e.g. First of all,,,, Later on…..After that….. Eventually…..Finally…
 | * Yr.3: Identify and record the main events from a story in sequence e.g. Story map, story board, Use to retell.
 | * Yr.3: Sequence he main events in stories orally and in note/ picture form. Discuss each main event sharing opinions.
 | * **Yr.3: Sequence and discuss the main events in stories**
 |
| * Yr.3: Orally retell stories including all main events in sequence
* Yr.4: Speak confidently about texts using prompts such as: I really liked the part when…, the scariest/funniest/saddest part was …; the part I really saw in my imagination was…
 | * Yr.3: Orally retell stories including detail and vocabulary from the text to engage the listener.
* Yr.4: Orally respond to texts, enthusiastically sharing their opinions. Capture some responses in writing e.g. performing and recommending poems, completing a recommended reads chart, creating a book review board game.
 | * Yr. 3: Orally retell stories, engaging the listener through eye contact, expression and gesture.
* Yr.4: Demonstrate enthusiasm for wider reading by confidently sharing opinions. Capture responses in writing in a variety of ways e.g. comparing and ranking characters, contributing to a book recommendation display.
 | * **Yr. 3: Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g., Grimm’s Fairy Tales.**
* **Yr.4: Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms *e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts***
 |
| * Yr.3 Discuss morals in fables e.g. The Hare and the Tortoise, The Fox and the Crow, The Lion and the Mouse
* Yr.4: Orally retell myths, fairy tales and tales from other cultures, engaging the listener through eye contact,

expression and gesture | * Yr.3: Discuss themes in Fairy Tales and Folk Tales e.g. Good over evil, weak over strong, wise and foolish, Rich and Poor.
* Yr.4: Orally retell myths, fairy tales and stories from other cultures, engaging the listener through use of eye contact, expression, gesture / props.
 | * Yr.3: Identify and discuss themes in Fairy Tales and Folk Tales e.g. Good over evil, Weak over strong, wise and foolish, Rich and Poor, mean and generous
* Yr. 4: Orally retell myths, fairy stories and stories from other cultures, engaging the listener through dramatic use of voice and actions.
 | * **Yr.3: Identify and discuss themes e.g. Good over evil, Weak over strong, wise and foolish, Rich and Poor, mean and generous.**
* **Yr. 4: Orally retell a range of stories, including less familiar fairy stories, myths and legends.**
 |
| * Yr.3 Identify and discuss conventions of fables e.g. animals which behave like humans, a lesson learnt, one or two characters only.
 | * Yr.3: Discuss conventions of fairy tales or folk tales introduced by the teacher e.g. magical sentence, a wish, a spell or a chant repeated several times.
 | * Yr.3: Identify and discuss conventions of fairy tales and folk tales e.g. numbers 3 and 7 in fairy tales, characters who speak in riddles, rhymes or old-fashioned English
 | * **Yr.3: Identify and discuss conventions e.g. numbers 3 and 7 in fairy tales, magical sentence repeated several times.**
 |
| * Yr.3 Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance.
* Yr.4: Prepare a poem and/or play script to perform to the class. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with expression.
 | * Yr. 3: Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance.
* Yr.4: Prepare a poem and/or play script to perform to another class or assembly, showing understanding through intonation, tone, volume and action. Use text marking, colour coding and annotations to support planning and rehearsal.
 | * Yr.3: Prepare poems or play scripts to read aloud showing understanding through intonation, tone, volume and action.
* Yr 4: Prepare a poem to perform and learn Use text marking, colour coding and annotations to support planning and rehearsal. Perform the poem to an audience, showing understanding through intonation, tone, volume and action.
 | * **Yr.3: Prepare poems or play scripts to read aloud showing understanding through intonation, tone, volume and action.**
* **Yr.4: Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.**
* **Learn a range of poems by heart and rehearse for performance.**
 |
| **Understanding****The text** | * Yr.3: Choose favourite words and phrases from a range of texts
* Yr. 4: Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts.
 | * Yr. 3: Identify and discuss favourite words and phrases which capture the reader’s interest and imagination.
* Yr. 4: Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. alliteration, noun phrases.
 | * Yr.3: Identify, discuss and independently collect favourite words and phrases which capture the reader’s interest and imagination.
* Yr.4: Identify, discuss and independently collect effective words and phrase which capture the reader's interest and imagination in poetry and narrative texts e.g. similes and metaphors.
 | * **Yr.3: Identify, discuss and independently collect favourite words and phrases which capture the reader’s interest and imagination.**
* **Yr. 4: Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.**
 |
| * Yr.3: Identify unfamiliar words and discuss possible meanings.
* Yr.4: Identify key vocabulary and discuss possible meanings.
 | * Yr.3: Work out the meanings of unfamiliar words by using the context.
* Yr.4: Work out the meaning of unfamiliar vocabulary using the context.
 | * Yr.3: Explain the meaning of unfamiliar words by using the context.
* Yr.4: Explain the meaning of key vocabulary within the context of the text.
 | * **Yr.3: Explain the meaning of unfamiliar words by using the context**
* **Yr.4: Explain the meaning of key vocabulary within the context of the text.**
 |
| * Yr.3: Use the first two letters to locate words in a dictionary
* Yr.4: Use the first three letters to locate words in a dictionary.
 | * Yr.3: Use dictionaries (First two letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text.
* Yr.4: Use dictionaries (first three letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text.
 | * Yr.3: Use dictionaries (First two letters) to check meanings of words they have read and identify the appropriate definition and explaining its use in relation to the context of the text.
* Yr.4: Use dictionaries (first three letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.
 | * **Yr.3: Use dictionaries to check meanings of word they have read.**
* **Yr.4: Use dictionaries to check meanings of words in the texts that they read.**
 |
| * Yr.3: Use expression when reading loud.
* Yr.4: Use punctuation to determine intonation and expression when reading aloud to a range of audiences, e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses
 | * Yr.3: Use appropriate intonation and expression when reading aloud.
* Yr 4: Use punctuation to determine intonation and expression when reading aloud to a range of audiences, e.g. pausing at the comma after a fronted adverbial.
 | * Yr.3: Use appropriate intonation, tone and volume when reading out loud.
* Yr. 4: Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences, e.g. The tour guide **announced** ‘Be back here at four o’clock
 | * **Yr.3: Use appropriate intonation, tone and volume when reading out loud.**
* **Yr.4: Use punctuation to determine intonation and expression when reading aloud to a range of audiences.**
 |
| * Yr.3: Take note of punctuation when reading aloud e.g. pausing at full stops, changing voice in response to an exclamation marks.
 | * Yr.3: Take note of punctuation when reading aloud e.g. Show a rising inflection in response to a question mark.
 | * Yr.3: Take note of punctuation when reading aloud e.g. Changing voice in response to inverted commas, pausing at commas in list and commas used to demarcate clauses.
 | * **Yr.3: Taking note of punctuation when reading aloud**
 |
| * Yr.3: Discuss their understanding of the text using tentative language. E.g. perhaps…. I am interested in….
* Yr.4: Identify the main idea from one paragraph and summarise orally e.g. In narrative - The main character is alarmed because… or in a Newspaper – The event took place on… at…
 | * Yr.3: Discuss their understanding of the text using tentative language. E.g. I am puzzled by…..I’d like to know if……I’m not sure but….
* Yr.4: Identify main ideas drawn from more than one paragraph and summarise orally e.g. In narrative – The main character decided to leave because…with 2 or more reasons, or in persuasive texts – Buy this today... because… with 1/2/3 reasons across a text.
 | * Yr.3: Discuss their understanding of the text using tentative language. E.g. At first I thought…but now….I was wondering whether…..
* Yr.4: Identify main ideas drawn from more than one paragraph and summarise these orally and in writing e.g. The character is evil because…1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.
 | * **Yr.3: Discuss their understanding of the text**
* **Yr.4: Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text**
 |
| * Yr.3: Raise own questions during the reading process to deepen understanding e.g. what did he do…? What did he think when…?
 | * Yr.3: Raise own questions during the reading process to deepen understanding e.g. Why did…? How did….? What happened when…?
 | * Yr.3: Raise own questions during the reading process to deepen understanding e.g. why did the character? What might happen if she…?
 | * **Yr.3: Raise own questions during the reading process to deepen understanding e.g., I wonder why the character….**
 |
| * Yr.3: Draw inferences around character’s actions e.g. Why did the pied piper take revenge? Why did the hare challenge the tortoise to a race?
* Yr.4: Draw inferences around characters' actions and justify with evidence from the text.
 | * Yr.3: Draw inferences around characters thoughts, feelings and actions.
* Yr.4: Draw inferences around characters' thoughts and feelings, and justify with evidence from the text.
 | * Yr.3: Draw inferences around character’s thoughts, feelings and actions, and justify with evidence from the text.
* Yr.4: Draw inferences around characters' motives, and justify with evidence from the text.
 | * **Yr.3: Draw inferences around character’s thoughts, feelings and actions, and justify with evidence from the text.**
* **Yr.4: Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from**
* **the text using point and evidence.**
 |
| * Yr.3: Make predictions based on details stated
* Yr. 4: Make predictions from different parts of the story, based on information stated.
 | * Yr.3: Make plausible predictions based on details stated.
* Yr.4: Distinguish between information which is stated and that which is implied, e.g. complete a sorting activity using some statements which make direct references to the text and others which contain implied information.
 | * Yr.3: Make predictions based on details stated, giving reasons.
* Yr.4: Make predictions based on information stated and that which is implied.
 | * **Yr.3: Make predictions based on details stated.**
* **Yr.4: Make predictions based on information stated and implied.**
 |
| * Yr.3: Respond to a statement using true or false, give simple reasons drawing on a text e.g. The Snow Queen is an evil character – true or false.
* Yr.4: Justify responses to the text using the PE prompt. Using a **P**oint provided by the teacher, children find supporting **E**vidence (Point + Evidence).
 | * Yr.3: Provide evidence to support a statement provided by the teacher e.g. The Iron Man is a mysterious character. What evidence is there to support this point?
* Yr.4: Justify responses to the text using the PE prompt. Teacher provides a piece of **E**vidence from the text for exploration and asks what **P**oint is made. (**P**oint +
* **E**vidence).
 | * Yr.3: Justify responses to a text using the PE prompt (Point + Evidence)
* Yr.4: Justify responses to the text using the PE prompt (**P**oint + **E**vidence). Consider a range of **E**vidence statements, provided by the teacher, and summarise the **P**oint.

. | * **Yr.3: Justify responses to a text using the PE prompt (Point + Evidence)**
* **Yr.4: Justify responses to the text using the PE prompt (Point + Evidence).**
 |
| * Yr.4: Demonstrate active reading strategies and capture in reading journals e.g. generating questions, finding answers, story shapes and charts, role on the wall.
 | * Yr.4: Demonstrate active reading strategies and capture in reading journals e.g. visualisation, constructing images, relationship grids and freeze frames.
 | * Yr.4: Demonstrate active reading strategies and capture in reading journals e.g. book talk, generating questions, refining thinking, modifying questions, feelings graph to show how characters' emotions develop, and character ranking to order most to least powerful with evidence from the text
 | * **Yr.4: Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images**
 |
| * Yr.3: Discuss the purpose of paragraphs in non-fiction texts e.g. non-chronological reports, biographies and persuasive letters.
 | * Yr.3: Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph. E.g. Discussion texts, information texts.
 | * Yr.3: Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling
 | * **Yr.3: Discuss the purpose of paragraphs**
* **Yr. 4: Identify a key idea in a paragraph.**
 |
| * Yr.3: Analyse texts looking at structure and presentation e.g. Persuasive letters and leaflets, shape poems, calligrams
* Yr.4: Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. newspapers, classic poetry, and explanations.
 | * Yr.3: Analyse texts looking at language structure and presentation e.g. Poems on a theme, discussion texts
* Yr. 4: Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. persuasion, non-chronological reports, issues and dilemmas
 | * Yr. 3: Analyse texts looking at language structure and presentation e.g. Play script, classic poetry, explanations
* Yr.4: Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. poems with a structure, folk tales, and discussion texts.
 | * **Yr.3: Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligrams.**
* **Yr. 4: Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning**
 |
|  | * Yr.4: Identify and discuss themes introduced by the teacher e.g. safe and dangerous, rich and poor.
 | * Yr.4: Identify and discuss themes e.g. just and unjust.
 | * Yr.4: Identify, discuss and compare themes across more than one text e.g. origins of the earth, its people and animals.
 | * **Yr.4: Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.**
 |
| * Yr. 4: Recognise different forms of poetry e.g. limericks, riddles, calligrams, classic poems, narrative poems.
 | * Yr.4: Recognise and analyse different forms of poetry e.g. limericks, riddles, calligrams, classic poems, narrative poems.
 | * Yr,4: Recognise and analyse a wider range of poetry e.g. haiku, limericks, kennings, classic poems, narrative poems.
 | * **Yr. 4: Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.**
 |
| **Non-Fiction** **Information Retrieval**  | * Yr.3: Activate prior knowledge and prepare for research by creating a mind map or concept map of what is already known about the subject.
* Yr.4: Prepare for research by identifying what is already known, generate key questions to structure the task, and e.g. create a KWL grid. Complete the KWL grid with answers to generated questions.
 | * Yr.3: Prepare for research by identifying what is already known and generate possible questions about the subject.
* Yr.4: Before researching, orally recall existing knowledge on the subject, and reduce the options for enquiry by posing focused questions.
 | * Yr.3: Prepare for research by identifying what is already known about the subject and key questions to structure the task.
* Yr.4: Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.
 | * **Yr.3: Prepare for research by identifying what is already known about the subject and key questions to structure the task.**
* **Yr.4: Prepare for research by identifying what is already known about the subject and key questions to structure the task.**
 |
| * Yr.3: Identify how specific information is organised within a non-fiction text e.g. sub headings, bullet points, glossaries, diagrams.
* Yr.4: Evaluate how specific information is organised within a non-fiction text e.g. text boxes, glossaries, diagrams, bibliographies.
 | * Yr.3: Describe how specific information is organised within a non-fiction text e.g. text boxes, contexts, bullet points, glossaries, diagrams
* Yr.4: Evaluate how specific information is organised within a non-fiction text in print and on screen e.g. text boxes, sub- headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.
 | * Yr.3: Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.
* Yr.4: Analyse and evaluate how specific information is organised within a nonfiction text in print and on screen e.g. text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.
 | * **Yr.3: Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.**
* **Yr.4: Analyse and evaluate how specific information is organised within a non- fiction text e.g. text boxes, sub- headings, contents, bullet points, glossary, diagrams.**
 |
| * Yr.3: Use a title, cover, blurb to determine whether a book will provide relevant information for research.
 | * Yr.3: Use the title and contents page to appraise whether a book will provide relevant information for research.
 | * Yr.3: Quickly appraise a text to evaluate usefulness
 | * **Yr.3: Quickly appraise a text to evaluate usefulness**
 |
| * Yr.3: Locate features of information texts in print and on screen e.g. contexts, index, page numbers, hyperlinks and icons.
* Yr.4: Locate features of information texts in print and on screen Scan texts in print or on screen to locate dates, numbers and names.
 | * Yr. 3: Locate features of information texts in print and on screen e.g. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.
* Yr.4: Scan texts in print or on screen to locate dates, numbers and names, headings, lists, bullet points, captions.
 | * Yr.3: Navigate texts in print and on screen using contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.
* Yr.4: Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences.
 | * **Yr.3: Navigate texts in print and on screen.**
* **Yr.4: Scan for dates, numbers and names.**
 |
| * Yr.3: Record information from non-fiction texts. Complete charts using key words, phrases or sentences.
* Yr.4: Use graphic organisers as a tool to support collection and organisation of information e.g. spidergram, flow chart, ‘for’ and ‘against’ columns.
 | * Yr.3: Record information from non-fiction texts by making simple notes e.g. key words and phrases, page references and headings and use these in subsequent writing.
* Yr.4: Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.
 | * Yr.3: Record information from non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points e.g. flow chart, ‘for’ and ‘against’ columns.
* Yr.4: Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.
 | * **Yr.3: Record information from a range of non-fiction texts.**
* **Yr.4: Record information from a range of non-fiction texts.**
* **Yr.4: Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information (print or screen).**
 |
| * Yr.4: Identify how paragraphs are used to organise and sequence information.
 | * Yr.4: Explain how paragraphs are used to order or build up ideas.
 | * Yr.4: Explain how paragraphs are used to order or build up ideas, and how they are linked.
 | * **Yr.4: Explain how paragraphs are used to order or build up ideas, and how they are linked.**
 |
|  | * Yr.3: Participate in discussion about what is read to them and books they have read independently. E.g. answering questions and making relevant comments.
* Yr.4: Participate in discussion about what is read to them and books they have read independently *e.g. expressing preferences, providing opinions, generating, asking/answering questions, and making relevant comments*
 | * Yr.3: Participate in discussion about what is read to them and books they have read independently. E.g. generating, asking and answering questions, making comments using tentative language.
* Yr.4: Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, *e.g. building on the ideas and contributions of others and sharing personal reflections.*
 | * Yr.3: Participate in discussion about what is read to them and books they have read independently. E.g. Expressing preferences, providing opinions, generating, asking and answering questions and making relevant comments
* Yr.4: Participate in discussion about what is read to them and books they have read independently, taking turns and listening to others *e.g. expressing preferences and giving reasons, making recommendations or challenging others courteously.*
 | * **Yr.3: Participate in discussion about what is read to them and books they have read independently.**
* **Yr.4: Make and respond to contributions in a variety of group situations *e.g. whole class, independent reading groups, book circles.***
 |
| * Yr.3: Discuss and follow simple rules or discussion.
* Yr.4: Evaluate rules for effective discussion which have been provided by the teacher. Agree on a selection to be used.
 | * Yr.3: Consider and choose from a selection of rules for effective discussion provided by the teacher.
* Yr.4: Develop and agree on rules for effective discussion, taking turns and listening to what others say.
 | * Yr.3: Develop and agree on rules for effective discussion, taking turns and listening to what others say.
* Yr.4: Develop, agree on, use and reflect upon rules for effective discussion.
 | * **Yr.3: Develop and agree on rules for effective discussion. Take turns and listen to what others say.**
* **Yr.4: Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.**
 |
| * Yr.3: Make contributions in group situations e.g. pairs and guided groups
* Yr.4: Make and respond to contributions in a variety of group situations *e.g. whole class, pairs, guided groups, book circles.*
 | * Yr.3: Make a respond to contributions in group situations e.g. pairs and guided groups
* Yr.4: Make extended contributions by making a point/elaborating, *e.g. using an example, quoting directly from the text, making links with prior experiences of reading or real life situations.*
 | * Yr.3: Make a respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.
* Yr.4: Make appropriately extended contributions and respond to others in a variety of group situations *e.g. whole class, independent reading groups, book circles.*
 | * **Yr.3: Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.**
* **Yr.4: Develop, agree on and evaluate rules for effective discussion*.***
 |





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| **Writing & GPS** |
| **Range of Writing Year 3:** * **Fiction: Fables, folk tales, mystery, adventure, fantasy, play scripts**
* **Non-fiction: Persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies) discussion**
* **Poetry: classic poems, shape poems, calligrams, poems on a theme**

**Range of Writing Year 4:** * **Fiction: Fairy Tales, Folk Tales, Fantasy, myths, stories with issues or dilemmas, play scripts**
* **Non-fiction: Newspapers, information texts, explanations, persuasion, discussion**
* **Poetry: classic poems, Kennings, Haiku, poems on a theme**
 |
| **Vocabulary, Grammar and Punctuation** | **LCC: Learning And Progression Steps** **LAPS: Progression 1** | **LCC: Learning And Progression Steps****LAPS : Progression 2** | **LCC: Learning And Progression Steps LAPS: Progression 3:**  | **Key Learning Outcome****National Curriculum statutory Expectations** |
| * Yr.3: Identify **clauses** in sentences.
 | * Yr.3: Identify **clauses** in sentences.
 |  | * **Yr.3: Identify clauses in sentences.**
 |
| * Yr.3: Explore and identify main and **subordinate clauses** in complex sentences.
* Yr.4: Create and use sentences with an **adverb starter** *e.g. Cautiously, Lila approached the fire fiend.* Use a comma after an adverb starter.
 | * Yr.3: Explore and identify main and **subordinate clauses** in complex sentences.
* Yr.4: Create complex sentences with **adverb starters** *e.g. silently trudging through the snow, Sam made his way up the mountain.* Use a comma to separate the clauses
 | * Yr.3: Explore and identify main and **subordinate clauses** in complex sentences.
* Yr.4: Create and use complex sentences with **adverb starters** in own writing, *e.g. patiently waiting by the harbour, the people gazed at the horizon.* Use a comma to separate the clauses.
 | * **Yr.3: Explore and identify main and subordinate clauses in complex sentences.**
* **Yr.4: Create complex sentences with adverb starters *e.g. Silently trudging through the snow, Sam made his way up the mountain.***
 |
| * Yr.3: Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, while, before, after.*
 | * Yr.3: Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, although, so.*
 | * Yr.3: Explore, identify and create complex sentences using a range of **conjunctions** e.g. *while, since.*
 | * **Yr.3: Explore, identify and create complex sentences using a range of conjunctions e.g. *when, if because, although, while, since, until, before, after, so***
 |
| * Yr.4: Create sentences with fronted adverbials for when *e.g. As the clock struck twelve, the soldiers sprang into action*. Use a comma after the fronted adverbial.
 | Yr.4: Create sentences with fronted adverbials for where *e.g. In the distance, a lone wolf howled.* Use a comma after the fronted adverbial. Use a comma after the fronted adverbial. | * Yr.4: Create sentences with fronted adverbials for when and where *e.g. Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared*
 | * **Yr.4: Create sentences with fronted adverbials for when *e.g. As the clock struck twelve, the soldiers sprang into action.* Create sentences with fronted adverbials for where *e.g. In the distance, a lone wolf howled.***
 |
| * Yr.3: Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.*
* Yr. 4: Use a comma after the fronted adverbial.
 | * Yr. 3: Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *If people live near volcanoes, they are in danger of their homes being destroyed. Although the Iron Man fell off the cliff, he wasn’t harmed.*
* *Yr.4:*  Use commas after fronted adverbials
 | * Yr.3: Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.*
* *Yr.4: .*Use commas after fronted adverbials.
 | * **Yr.3: Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.***
* **Yr.4: Use commas to mark clauses in**
* **complex sentences. Use commas after fronted adverbials.**
 |
| * Yr.3: Identify, understand and select **prepositions** to complete sentences e.g. *above, below, beneath, within, outside, beyond.*
 | * Yr. 3: Generate and select **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*
 | * Yr.3: Generate, select and effectively use **prepositions** in own writing e.g. *above, below, beneath, within, outside, beyond.*
 | * **Yr.3: Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond.***
 |
| * Yr.3: Identify, understand and select **adverbs** to complete sentences e.g*. suddenly, silently, eventually, cautiously, timidly.*
 | * Yr.3: Select, generate and extend the use of **adverbs** e.g*. first, soon, next, later, yesterday, now, instantly, precisely, securely.*
 | * Yr.3: Independently, edit and improve own writing by strengthening the use of **adverbs** e.g*. swiftly, rudely, wearily, gingerly.*
 | * **Yr.3: Select, generate and effectively use adverbs e.g*. suddenly, silently, soon, next, eventually.***
 |
| * Yr.3: Identify speech within a passage of text, e.g. *highlight the words spoken by a character and the* ***inverted commas (speech marks).***
* Yr.4: Use inverted commas to punctuate direct speech (speech marks).
 | * Yr.3: Identify and use **inverted commas (speech marks)**, to punctuate **direct speech** e.g. *improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.*
* *Yr.4:*  Use inverted commas and other punctuation to indicate direct speech *e.g. The tour guide announced, “Be back here at four o’ clock.”*
 | * Yr.3: Use **inverted commas to** punctuate **direct speech (speech marks)** in independent writing.
* Yr.4: Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.
 | * **Yr.3: Use inverted commas to punctuate direct speech (speech marks).**
* **Yr.4: Use inverted commas and other punctuation to indicate direct speech**

***e.g. The tour guide announced, “Be back here at four o’ clock.”*** |
| * Yr.3: Identify, understand and select the perfect form of **verbs** to complete sentences e.g. *We have researched healthy foods* (present perfect) instead of *We researched healthy foods* (simple past).
* Yr.4: Explore, identify and use Standard English verb inflections in writing *e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.*
 | * Yr.3: Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. Barney said, *“I don’t know where Stig has gone.” (*present perfect) instead of Barney said, *“I don’t know where Stig went.”* (simple past).
* Yr.4: Use Standard English verb inflections for writing *e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.*
 | * Yr.3: Independently, edit and improve own writing by using the perfect form of **verbs** where appropriate such as when writing dialogue in narrative and play scripts e.g. *Roman Soldier: He has disappeared, Sire!* (present perfect) instead of *Roman Soldier: He disappeared, Sire!* (simple past).
 | * **Yr.3: Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past)**
* **Yr.4: Explore, identify and use Standard English verb inflections for writing *e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen* it.**
 |
| * Yr.3: Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.*
 |  |  | * **Yr.3: Use the determiner ‘*a’* or ‘*an’* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box.***
 |
| * Yr.4: Identify, select and effectively use pronouns e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).
 | * Yr.4: Identify, select and effectively use pronouns e.g. second person in persuasion (you, your, yours).
 | * Yr.4: Identify, select and effectively use pronouns e.g. first person for diaries, and first person narratives and recounts
* (I, me, my, mine, we, us our, ours).
 | * **Yr.4: Identify, select and effectively use pronouns.**
 |
|  | * Yr.4: Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.
 | * Yr.4: Explore, identify, collect and use noun phrases *e.g. the pale-faced boy with hair like straw*.
 | * Yr.4: Explore, identify, collect and use noun phrases *e.g. Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.*
 | * **Yr.4: Use nouns for precision, *e.g. burglar rather than man, bungalow rather than house.***
* **Yr.4: Explore, identify, collect and use noun phrases *e.g. the crumbly cookie with tasty marshmallow pieces.***
 |
| **Composition:****Planning** | * Yr.3: Identify purpose and audience for writing, e.g.*to retell events from Walt Disney’s life for our Year 2 audience*. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.
* Yr.4: Identify and discuss the purpose and audience of the writing e.g. to explain a process to our parents. Discuss the structure, vocabulary and grammar needed, *e.g. logically sequenced steps and technical vocabulary.*
 | * Yr.3: Identify purpose and audience for writing, e.g.*to entertain other Year 3 children with poems for a class anthology*. Discuss the vocabulary, grammar and structural organisation needed.
* Yr.4: Identify and discuss the purpose and audience for writing, e.g. to entertain children in Year 3 with our adventure stories. Consider the structure, vocabulary and grammar needed to support this, *e.g. powerful verbs to convey action; opening, build-up, problem, resolution ending, some*
* *dialogue*
 | * Yr.3: Identify purpose and audience for writing, e.g.*to entertain children in Year 1 with our fantasy stories*. Discuss the vocabulary, grammar and structural organisation needed, e.g. *opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.*
* *Yr.4:*  Identify and discuss the purpose and audience for the writing, *e.g. to make our Year 2 readers stop and think with our poems*. Carefully consider the structure and vocabulary, *e.g. counted syllable structure, precise nouns, alliteration, powerful verbs, effective adjectives.*
 | * **Yr.3: Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.**
* **Yr.4: Read and analyse narrative, non-fiction and poetry in order to plan their own versions.**
* **Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.**
 |
| * *Yr.3: Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, timeline, boxing up.*
* *Yr.4: Discuss and record ideas for planning e.g. for non-fiction writing, creating a text map or boxing-up text types to create a plan.*
 | * *Yr.3: Discuss and record ideas for planning, e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.*
* *Yr.4: Discuss and record ideas for planning e.g. story mountain, chunking a plot and innovating.*
 | * *Yr.3: Discuss and record ideas for planning,*
* *e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.*
* *Yr. 4: Discuss and record ideas for planning*

*e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.* | * ***Yr.3: Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.***
* ***Yr.4: Discuss and record ideas for planning e.g. story mountain, text map, non- fiction bridge, story board, boxing-up text types to create a plan.***
 |
| **Composing: Drafting and writing**  | * Yr. 3: Create and develop characters for narrative, e.g. *using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.*
* Yr.4: Develop characterisation using action, dialogue and description.
 | * Yr.3: Improvise, create and write dialogue using **inverted commas (speech marks)**, synonyms for ‘said’ and, where appropriate, **adverbs** e.g. *“Get out of here!” shouted Bob angrily.*
* *Yr.4:*  Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense
 | * Yr.3: Create and develop settings for narrative, e.g. *precise nouns*, *adjectives, noun phrases, details relating to the five senses.*
* *Yr.4:*  Plan and write an opening paragraph which combines setting and character/s.
 | * **Yr.3: Create and develop settings for narrative. Create and develop characters for narrative.**
* **Yr.3: Improvise, create and write dialogue.**
* **Yr.4: Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.**
* **Yr.4: Plan and write an opening paragraph which combines setting and character/s.**
 |
| * Yr.3: Improve a passage prepared by the teacher (e.g. *one written using simple sentences only*) with a focus on different sentence structures.
* Yr.4: Improve a passage prepared by the teacher *(e.g. one written using simple and compound sentences only)* with a focus on different sentence structures
 | * Yr.3: During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).
* Yr.4: During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).
 | * Yr.3: During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).
* Yr.4: During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).
 | * **Yr.3: During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).**
* **Yr.4: Use different sentence structures (VGP)**
 |
| * Yr.3: Using facts provided by the teacher, group related material into paragraphs e.g. sort facts on cards under headings provided.
* Yr.4: Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when e.g. in newspapers: During the past few days, residents have reported vicious seagull attacks on tourists.
 | * Yr.3: Group related material into paragraphs, e.g. write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.
 | * Yr.3: Group related material into paragraphs, identifying suitable headings, e.g. write facts about a well- known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly.
 | * **Yr.3: Group related material into paragraphs.**
* **Yr.3: Use headings and sub headings to organise information.**
* **Yr.4:**  **Use paragraphs to organise writing in fiction and nonfiction texts.**
 |
| Yr.4: Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later…, Back at home… | Yr.4: Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time.* Link ideas across paragraphs using
* fronted adverbials for where e.g. Back at the bakery,…
 | * Yr.4: Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later…, Back at home…
 | * **Yr.4: Link ideas across paragraphs using fronted adverbials for when and where**

 **e.g. Several hours later…, Back at home**… |
| * Yr.4: Improvise and compose dialogue between two characters.
 | * Yr.4: Improvise and compose dialogue to show, or give clues about how a character is feeling, e.g. ‘You’re dishonest and ungrateful!’ shouted the Pied Piper.
 | * Yr.4: Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech), e.g. “Don’t just stand there – wash your ‘ands.” Mum turned away to lay the table. “Eh?” “Don’t say ‘eh’, say ‘pardon’,” she snapped.
 | * **Yr.4: Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.**
 |
| **Composition: Evaluating and editing** | * Yr.3: Proofread to check for errors in spelling, grammar and punctuation in own writing.
* Yr.4: Proofread to check for errors in spelling, grammar and punctuation in own writing.
 | * Yr.3: Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing.
* Yr.4: Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing.
 | * Yr.3: Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing, e.g. independently using a dictionary to check spellings.
* Yr.4: Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing, e.g. Standard English verb inflections such as correct use of ‘was’ and ‘were’.
 | * **Yr.3: Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing.**
* **Yr.4: Proofread to check for errors in spelling, grammar and punctuation**
 |
| * Yr. 3: Discuss own writing with the teacher and make some improvements the light of evaluation.
* Yr.4: Discuss own writing with the teacher or a partner and make some improvements the light of evaluation.
 | * Yr.3: Discuss and propose changes with partners and improve writing in the light of evaluation.
* Yr.4: Discuss and propose changes to own and others’ writing with partners/small groups, e.g. more appropriate determiner. Improve writing in light of evaluation.
 | * Yr.3: With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
* Yr.4: With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
 | * **Yr.3: Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.**
* **Yr.4: Discuss and propose changes to own and others’ writing with partners/small groups. Improve writing in light of evaluation.**
 |
| **Composition: Performing** | * Yr.3: Use appropriate intonation, tone and volume to present their writing to a group or class.
* Yr.4: Use appropriate intonation, tone and volume to present their writing to a group or class, *e.g. pausing at commas which follow adverbs.*
 | * Yr.3: Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. *pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.*
* *Yr.4:*  Use appropriate intonation, tone and volume to present their writing to a range of audiences, *e.g. pausing at commas following fronted adverbials; using different voices when reading dialogue.*
 | * Yr.3: Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. *using adverbs to inform how something is said.*
* Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, *e.g. “Howdy Brer Bear,” he called cheerfully. “How’re you this fine mornin’?”*
 | * **Yr.3: Use appropriate intonation, tone and volume to present their writing to a group or class.**
* **Yr.4:**  Use appropriate intonation, tone and volume to present their writing to a range of audiences
 |
| **Handwriting** |  |  |  |  |