

**Handwriting objectives to be taught throughout the year...**

Year 3/4 Programme of study (statutory requirement)	Notes and guidance (non-statutory)
<p>Pupils should be 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 using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>



<b>Autumn 1 Earth Rocks! Books: UG Tales from Africa (BHM)</b>	<b>Year 3 objectives</b>
<b>Recount (based on real experience)</b>	<ul style="list-style-type: none"><li>• Read examples of first/third person recounts such as letters, newspaper reports, TV reports, podcasts and diaries – identify features</li><li>• Plan writing considering structure, vocab and grammar</li><li>• Organise paragraphs around a theme</li><li>• Evaluate and edit - ensuring agreement in the use of pronouns.</li><li>• Use a wider range of conjunctions, adverbs and prepositions to express time and clause such as <i>meanwhile, following, afterwards</i></li></ul>
<b>Week 1 Exploring a book PoR</b>	<ul style="list-style-type: none"><li>• listening to and discussing a wide 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>• 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><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>
<b>Week 2 Exploring a book PoR</b>	<ul style="list-style-type: none"><li>• listening to and discussing a wide 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>• 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><b>Draft and write by:</b></p> <ul style="list-style-type: none"><li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich</li></ul>

	<p>vocabulary and an increasing range of sentence structures listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> </ul>
<p><b>Week 3</b> Narrative (setting)</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 listen and respond appropriately to adults and their peers</li> <li>use present and past tense correctly</li> <li>Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>Use and spell correctly year 1 and 2 common exception words</li> <li>Use paragraphs to organise ideas</li> <li>In narratives, create setting, characters and plot (interesting language)</li> </ul>
<p><b>Week 4</b> Narrative (Dialogue)</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 listen and respond appropriately to adults and their peers</li> <li>use present and past tense correctly</li> <li>Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>Use and spell correctly year 1 and 2 common exception words</li> <li>Use paragraphs to organise ideas</li> <li>In narratives, create setting, characters and plot (interesting language)</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>use inverted commas to punctuate direct speech</li> <li>proof read for spelling and punctuation mistakes</li> </ul>
<p><b>Week 5</b> Letter</p>	<ul style="list-style-type: none"> <li>Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>Use and spell correctly year 1 and 2 common exception words</li> <li>Organise paragraphs around a theme</li> <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>using the present perfect form of verbs in contrast to the past tense</li> </ul>

	<ul style="list-style-type: none"> <li>• use some words with suffixes and prefixes auto, anti, super, -er, -est, -ly</li> </ul>
<p><b>Week 6</b> Letter</p> <p>Extended write</p>	<ul style="list-style-type: none"> <li>• Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>• Use and spell correctly year 1 and 2 common exception words</li> <li>• Organise paragraphs around a theme</li> <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>• using the present perfect form of verbs in contrast to the past tense</li> <li>• use some words with suffixes and prefixes auto, anti, super, -er, -est, -ly</li> <li>• make simple additions, revisions and proof read own writing</li> </ul>

<p><b>Autumn 2</b> <b>Books: Pebble in My Pocket (4 weeks)</b> <b>Stone Age Boy (3 weeks)</b></p>	<p><b>Year 3 objectives</b></p>
<p><b>Week 1</b> <b>Pebble in my pocket</b> Poetry Poems based on observation Shape Poems Figurative language</p>	<ul style="list-style-type: none"> <li>● listen and respond appropriately to adults and their peers</li> <li>● ask relevant questions to extend their understanding and knowledge</li> <li>● use relevant strategies to build their vocabulary</li> <li>● discussing words and phrases that capture the reader's interest and imagination</li> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary</li> <li>● discussing and recording ideas</li> <li>● draft and write by:</li> <li>● composing and rehearsing sentences orally, progressively building a varied and rich vocabulary</li> <li>● explore figurative language (similes, metaphors etc.)</li> </ul>
<p><b>Week 2</b> <b>Pebble in my pocket</b> Poetry Poems based on observation Shape Poems Figurative language</p>	<ul style="list-style-type: none"> <li>● listen and respond appropriately to adults and their peers</li> <li>● ask relevant questions to extend their understanding and knowledge</li> <li>● use relevant strategies to build their vocabulary</li> <li>● discussing words and phrases that capture the reader's interest and imagination</li> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary</li> <li>● discussing and recording ideas</li> <li>● draft and write by:</li> <li>● composing and rehearsing sentences orally, progressively building a varied and rich vocabulary</li> <li>● explore figurative language (similes, metaphors etc.)</li> </ul>

<p><b>Week 3</b> <b>Pebble in my pocket</b> PoR</p>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide 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>• 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><b>Draft and write by:</b></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 listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</li> </ul>
<p><b>Week 4</b> <b>Pebble in my pocket</b> Diary</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> <li>• Use capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>• Use and spell correctly year 3 and 4 spellings</li> <li>• Organise paragraphs around a theme</li> <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>• using the present perfect form of verbs in contrast to the past tense</li> <li>• use fronted adverbials</li> </ul> <p><b>draft and write by:</b></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> </ul>
<p><b>Week 5</b> <b>Stone Age Boy</b> Letter</p>	<ul style="list-style-type: none"> <li>• Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>• Use and spell correctly year 3 and 4 spellings</li> <li>• Organise paragraphs around a theme</li> </ul>

	<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>• using the present perfect form of verbs in contrast to the past tense</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• make simple additions, revisions and proof-read own writing</li> </ul>
<p><b>Week 6</b> <b>Stone Age Boy</b> Reports</p> <p>Extended write</p>	<ul style="list-style-type: none"> <li>• Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>• Use and spell correctly year 3 and 4 spellings</li> <li>• Organise paragraphs around a theme</li> <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>• make simple additions, revisions and proof-read own writing</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>
<p><b>Week 7</b> <b>Stone Age Boy</b> Reports</p>	<p><b>evaluate and edit by:</b></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> <li>• proof-read for spelling and punctuation errors</li> </ul>



<p>Spring 1 Marvellous Inventions Books: The Iron Man</p>	<p>Year 3 objectives</p>
<p>Recount (based on real experience)</p>	<ul style="list-style-type: none"> <li>• Read examples of first/third person recounts such as letters, newspaper reports, TV reports, podcasts and diaries – identify features</li> <li>• Plan writing considering structure, vocab and grammar</li> <li>• Organise paragraphs around a theme</li> <li>• Evaluate and edit - ensuring agreement in the use of pronouns.</li> <li>• Use a wider range of conjunctions, adverbs and prepositions to express time and clause such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the...</i></li> </ul>
<p>Week 1 PoR</p> <p>GPS Noun phrases/adjective</p>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide 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>• 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> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<p>Week 2 Narrative (letter writing)</p> <p>GPS Ordinal adverbs, adjectives, time conjunctions</p>	<ul style="list-style-type: none"> <li>• Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>• Use and spell correctly year 3 and 4 spellings</li> <li>• Organise paragraphs around a theme</li> <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>• using the present perfect form of verbs in contrast to the past tense</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• make simple additions, revisions and proof-read own writing</li> </ul>

<p><b>Week 3</b> <b>Instructions</b> Recipe for Iron Man Stew</p> <p><b>GPS</b> Imperative verbs, time conjunctions, adverbs</p>	<p><b>plan their writing by:</b></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><b>draft and write by:</b></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>Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>Develop ideas in a sequence of sentences and paragraphs</li> <li>Use a range of conjunctions, adverbs and prepositions</li> </ul>
<p><b>Week 4</b> <b>Narrative</b> Settings and Character description</p> <p>Prep for extended write</p> <p><b>GPS</b> Prefixes, noun, verbs, expanded noun phrases</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>listen and respond appropriately to adults and their peers</li> <li>use present and past tense correctly</li> <li>Use capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>Use paragraphs to organise ideas</li> <li>In narratives, create setting, characters and plot (interesting language)</li> <li>use some words with suffixes and prefixes auto, anti, super, -er, -est, -ly</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>
<p><b>Week 5</b> Narrative/ Story writing</p> <p><b>Extended write</b></p> <p><b>GPS</b> Clauses, adjectives, verbs, adverbs, similes</p>	<p><b>plan their writing by:</b></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><b>draft and write by:</b></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>using conjunctions, adverbs and prepositions to express time and cause</li> <li>Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>make simple additions, revisions and proof-read own writing</li> </ul>

<p><b>Week 6 poetry</b></p> <p>Oral and performance poetry from different cultures free verse, narrative poetry</p>	<ul style="list-style-type: none"> <li>• preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• participate in discussions, presentations, performances, role play, improvisations</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> </ul>
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Spring 2 Marvellous Inventions Books: Georges marvellous medicine	Year 3 objectives
<p><b>Week 1</b></p> <p><b>Rainforest texts</b></p> <p>Non-chronological reports (fact files)</p>	<p><b>plan their writing by:</b></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><b>draft and write by:</b></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>• organising paragraphs around a theme</li> <li>• Use organisational devices such as subheadings</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• Use a range of conjunctions</li> </ul>
<p><b>Week 2</b></p> <p><b>Rainforest texts</b></p> <p>Non-chronological reports (fact files)</p> <p><b>Extended write</b></p>	<p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> <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><b>draft and write by:</b></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>• organising paragraphs around a theme</li> <li>• Use organisational devices such as subheadings</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> </ul>

	<ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• Use a range of conjunctions (e.g. when, while, also, because, if, as well.</li> <li>• Adverbs (e.g. then, next, soon, therefore)</li> </ul>
<p><b>Week 3</b> <b>George's Marv med</b> Recount (2 days) Instructions  Making potions</p>	<p><b>plan their writing by:</b></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><b>draft and write by:</b></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>• Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>• Develop ideas in a sequence of sentences and paragraphs Use a range of conjunctions, adverbs and prepositions</li> </ul>
<p><b>Week 4</b> <b>GMM</b> Newspaper reports</p>	<ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• reading similar examples</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• sequence ideas using paragraphs</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Use conjunctions, adverbs and prepositions</li> <li>• Use a or an correctly</li> <li>• Use past and present tense correctly</li> </ul> <p><b>evaluate and edit by:</b></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> <li>• proof-read for spelling and punctuation errors</li> </ul>
<p><b>Week 5</b> <b>GMM</b> Newspaper reports</p>	<ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• reading similar examples</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p>

	<ul style="list-style-type: none"> <li>• sequence ideas using paragraphs</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Use conjunctions, adverbs and prepositions</li> <li>• Use a or an correctly</li> <li>• Use past and present tense correctly</li> </ul> <p><b>evaluate and edit by:</b></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> <li>• proof-read for spelling and punctuation errors</li> </ul>
<p><b>Week 6</b> <b>Easter themed</b> <b>Poetry</b></p> <p>Oral and performance poetry from different cultures free verse, narrative poetry</p> <p>Assessment week</p>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide 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>• 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> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>

## Summer 1 - Romans Rule!

Book: Escape from Pompeii The Orchard Book of Roman Myths- Geraldine McCaughrean	Year 3 objectives
Recount (based on real experience)	<ul style="list-style-type: none"> <li>• Read examples of first/third person recounts such as letters, newspaper reports, TV reports, podcasts and diaries – identify features</li> <li>• Plan writing considering structure, vocab and grammar</li> <li>• Organise paragraphs around a theme</li> <li>• Evaluate and edit - ensuring agreement in the use of pronouns.</li> <li>• Use a wider range of conjunctions, adverbs and prepositions to express time and clause such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the...</i></li> </ul>
<p style="text-align: center;"><b>Week 1</b> Escape from Pompeii Comparison Italian ch/setting and Southfields</p> <p style="text-align: center;">Drama for writing</p>	<p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing 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>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<p style="text-align: center;"><b>Week 2</b> Escape from Pompeii Planning own story</p>	<p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• reading similar examples</li> <li>• sequencing events</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <p>organising paragraphs around a theme</p> <ul style="list-style-type: none"> <li>• In narratives, create setting, characters and plot (interesting language)</li> <li>• use some words with suffixes and prefixes auto, anti, super, -er, -est, -ly</li> </ul>

	<p>using conjunctions, adverbs and prepositions to express time and cause</p>
<p><b>Week 3</b> Escape from Pompeii Writing story</p>	<p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• Use conjunctions, adverbs and prepositions</li> <li>• Pronouns to avoid repetition</li> </ul> <p><b>evaluate and edit by:</b></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> <li>• proof-read for spelling and punctuation errors</li> </ul>
<p><b>Week 4</b> Myths, Legends, Fables and Parables  <b>Romulus &amp; Remus</b></p>	<p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing 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>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>
<p><b>Week 5</b> Myths, Legends, Fables and Parables  <b>Lucius and the Wax tablet</b></p>	<p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing 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>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> <p><b>evaluate and edit by:</b></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> <li>• proof-read for spelling and punctuation errors</li> </ul>
<p><b>Week 6</b> Poetry Range of poetry including humour</p>	<ul style="list-style-type: none"> <li>• preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• participate in discussions, presentations, performances, role play, improvisations</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> </ul>

## Summer 2 - Romans Rule!

Summer 2	Year 3 objectives
<p><b>Book:</b> A kids life in Ancient Rome Romans on the Rampage</p>	
<p><b>Week 1</b> Report (non-chronological)  A kid's life in ancient Rome Chae Strathie</p>	<p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• reading similar examples</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• sequence ideas using paragraphs</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Use conjunctions, adverbs and prepositions</li> <li>• Use a or an correctly</li> <li>• Use words with the prefixes and suffixes- super- auto- -er -est -ly</li> </ul> <p><b>evaluate and edit by:</b></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> <li>• proof-read for spelling and punctuation errors</li> </ul>
<p><b>Week 2</b> Balanced argument  A kid's life in ancient Rome Chae Strathie</p>	<ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• reading similar examples</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• sequence ideas using paragraphs</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Use conjunctions, adverbs and prepositions</li> <li>• Use a or an correctly</li> <li>• Use words with the prefixes and suffixes- super- auto- -er -est -ly</li> </ul> <p><b>evaluate and edit by:</b></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> <li>• proof-read for spelling and punctuation errors</li> </ul>
<p><b>Week 3</b></p>	<ul style="list-style-type: none"> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>

<p>Balanced argument</p> <p>A kid's life in ancient Rome</p> <p>Chae Strathie</p> <p><b>Assessed piece</b></p>	<ul style="list-style-type: none"> <li>• select and use appropriate registers for effective communication.</li> </ul> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• reading similar examples</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• sequence ideas using paragraphs</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Use conjunctions, adverbs and prepositions</li> <li>• Use a or an correctly</li> <li>• Use past and present tense correctly</li> </ul> <p><b>evaluate and edit by:</b></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> <li>• proof-read for spelling and punctuation errors</li> </ul>
<p><b>Week 4</b></p> <p><b>PoR Narrative</b></p> <p>Romans on the Rampage</p>	<ul style="list-style-type: none"> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing 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> </ul>
<p><b>Week 5</b></p> <p><b>PoR Narrative</b></p> <p>Romans on the Rampage</p>	<ul style="list-style-type: none"> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p>

	<ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing 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> </ul>
<p><b>Week 6</b> Letter to new teacher</p>	<ul style="list-style-type: none"> <li>• Demarcate most sentences with capital letters and full stops and use question marks and exclamation marks correctly.</li> <li>• Use and spell correctly year 3 and 4 spellings</li> <li>• Organise paragraphs around a theme</li> <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>• using the present perfect form of verbs in contrast to the past tense</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• make simple additions, revisions and proof-read own writing</li> </ul>

### Spelling work for Year 3/4 Statutory requirements

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Pay special attention to the rules for adding suffixes.

Statutory requirements	Term and week	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	Spring 1 W2	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.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation

<p>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, pyramid, mystery</p>
<p>The /ʌ/ sound spelt ou</p>		<p>These words should be learnt as needed.</p>	<p>young, touch, double, trouble, country</p>
<p>More prefixes</p>	<p>Spring 1 W5  Spring 1 W4</p>	<p>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.</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p> <p>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><b>re–</b> means ‘again’ or ‘back’.</p> <p><b>sub–</b> means ‘under’.</p> <p><b>inter–</b> means ‘between’ or ‘among’.</p> <p><b>super–</b> means ‘above’.</p> <p><b>anti–</b> means ‘against’.</p>	<p>dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) in–: inactive, incorrect  illegal, illegible  immature, immortal, impossible, impatient, imperfect  irregular, irrelevant, irresponsible  re–: redo, refresh, return, reappear, redecorate  sub–: subdivide, subheading, submarine, submerge  inter–: interact, intercity,</p>

		<p><b>auto–</b> means ‘self’ or ‘own’.</p>	<p>international, interrelated (inter + related)</p> <p>super–: supermarket, superman, superstar</p> <p>anti–: antiseptic, anticlockwise, antisocial</p> <p>auto–: autobiography, autograph</p>
The suffix –ation		The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly		<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions: (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 publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happy, angrily</p> <p>gently, simply, humbly. Nobly</p> <p>basically, frantically, dramatically</p>

<p>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. teacher, catcher, richer, stretcher</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
<p>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>
<p>The suffix –ous</p>		<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. 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</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</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>invention, injection, action, hesitation, completion</p> <p>expression, discussion,</p>

		<p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: attend – attention, intend – intention.</p> <p>–cian is used if the root word ends in c or cs</p>	<p>confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)	Spring 1 W6		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)			chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)			league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)		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/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey			vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words		The apostrophe is placed after the plural form of the word; –s is not added if the plural already	girls', boys', babies', children's, men's,

		ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).	mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)
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

Focus on 5 per week

Word List – Years 3 and 4			
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)
<p>Examples:</p> <p>Business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as busy + ness, with the y of busy changed to i according to the rule.</p> <p>Disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear.</p> <p>Understanding the relationships between words can also help with spelling. Examples:</p> <ul style="list-style-type: none"> <li>• bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it.</li> <li>• medicine is related to medical so the /s/ sound is spelt as c.</li> <li>• opposite is related to oppose, so the schwa sound in opposite is spelt as o.</li> </ul>

**SPAG medium term plan: autumn term**

### Year 3

**SPAG should be should be integrated into lessons and used across the literary genres insofar as is possible.**

**Children should be challenged and extended through the complexity and variety of vocabulary, punctuation, sentence formulation and structure they are asked to use.**

Unit	Level	Learning Objectives
Week 1	Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]
Week 2	Word	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i> ]
Week 3	Word	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Week 4	Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ],
Week 5	Sentence	Expressing time, place and cause using adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ]
Week 6	Sentence	Expressing time, place and cause prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
Week 7	Sentence	Recap on expressing time, place and cause using conjunctions, adverbs and prepositions.
Week 8	Text	Introduction to paragraphs as a way to group related material
Weeks 9	Text	Headings and sub-headings to aid presentation
Week 10	Text	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
Week 11	Punctuation	Introduction to inverted commas to punctuate direct speech
Week 12	Terminology	preposition, conjunction word family, prefix clause, subordinate clause commas (or 'speech marks')

<b>Week 13</b>	<b>Terminology</b>	Direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
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## SPAG medium term plan: Spring term

### Year 3

Unit	Level	Learning Objectives
<b>Week 1</b>	<b>Word</b>	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]
<b>Week 2</b>	<b>Word</b>	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i> ]
<b>Week 3</b>	<b>Word</b>	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
<b>Week 4</b>	<b>Sentence</b>	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ],
<b>Week 5</b>	<b>Sentence</b>	Expressing time, place and cause using adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ]
<b>Week 6</b>	<b>Sentence</b>	Expressing time, place and cause prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Week 7</b>	<b>Sentence</b>	Recap on expressing time, place and cause using conjunctions, adverbs and prepositions.
<b>Week 8</b>	<b>Text</b>	Introduction to paragraphs as a way to group related material
<b>Weeks 9</b>	<b>Text</b>	Headings and sub-headings to aid presentation

<b>Week 10</b>	<b>Text</b>	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Week 11</b>	<b>Punctuation</b>	Introduction to inverted commas to punctuate direct speech

**SPAG medium term plan: Summer term**

**Year 3**

<b>Unit</b>	<b>Level</b>	<b>Learning Objectives</b>
<b>Week 1</b>	<b>Terminology</b>	preposition, conjunction word family, prefix clause, subordinate clause
<b>Week 2</b>	<b>Terminology</b>	Direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)
<b>Weeks 3 - 11</b>	<b>Varied</b>	Focus on any learning objectives not mastered.