

### Year 3 English Medium Term Plan

Handwriting objectives- to be taught throughout the year	
Statutory	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 unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and 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>

Autumn 1	Objectives covered
<p><b>Week 1</b> Recount of Summer holidays (Recount)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Spell further homophones</li> </ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>• Using conjunctions, adverbs and prepositions to express time and cause</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> </ul>
<p><b>Weeks 2, 3 and 4</b> Ug (Narrative)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Use relevant strategies to build their vocabulary</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> </ul> <p><b>Composition:</b> Plan their writing by:</p>



	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> </ul>
<p><b>Weeks 5 and 6</b> Ug (Newspaper report)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Select and use appropriate registers for effective communication.</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <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>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using and punctuating direct speech</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>
<p><b>Week 7</b> Little Leaders: Visionary women around the world (BHM) (Letter)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• Select and use appropriate registers for effective communication.</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p>



	<ul style="list-style-type: none"> <li>In non-narrative material, using simple organisational devices</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
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Autumn 2	Objectives covered
<p><b>Weeks 1, 2 and 3</b> Stone Age Boy (Narrative)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul> <p><b>Composition:</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>In narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Using fronted adverbials</li> <li>Using commas after fronted adverbials</li> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> <li>Using and punctuating direct speech</li> </ul>



<p><b>Weeks 4 and 5</b> Stone Age Boy (Diary entry)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"><li>• Use relevant strategies to build their vocabulary</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li></ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary</li></ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discussing and recording ideas</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Organising paragraphs around a theme</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• Proof-read for spelling and punctuation errors</li><li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"><li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• Using conjunctions, adverbs and prepositions to express time and cause</li><li>• Using fronted adverbials</li><li>• Using commas after fronted adverbials</li></ul>
<p><b>Weeks 6 and 7</b> How did... (stone age link) (Explanation Text)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"><li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li></ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>• Spell further homophones</li><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li></ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discussing and recording ideas</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li></ul> <p>Evaluate and edit by:</p>



	<ul style="list-style-type: none"> <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>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Using fronted adverbials</li> </ul> <p>Using commas after fronted adverbials</p>
<p><b>Week 7</b> Clerihew poetry</p> <p>Stone age</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Composition:</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proof-read for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>

Spring 1	Objectives covered
<p><b>Week 1, 2 and 3</b> George's Marvellous Medicine (Narrative)</p>	<p><b>Spoken language:</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> </ul>



	<ul style="list-style-type: none"><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li></ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discussing and recording ideas</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>• In narratives, creating settings, characters and plot</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><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>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"><li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• Using conjunctions, adverbs and prepositions to express time and cause</li><li>• Using fronted adverbials</li><li>• Using commas after fronted adverbials</li><li>• Using and punctuating direct speech</li></ul>
<p><b>Week 4 and 5</b> George's Marvellous Medicine  (Instructions)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li></ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• Spell further homophones</li><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li></ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discussing and recording ideas</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>• Proof-read for spelling and punctuation errors</li></ul>



	<ul style="list-style-type: none"> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• 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>• Using fronted adverbials</li> <li>• Using commas after fronted adverbials</li> </ul>
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Spring 2	Objectives covered
<p><b>Weeks 1, 2 and 3</b> Nim’s Island (Narrative)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> </ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• In narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <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>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• 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> <li>• Using commas after fronted adverbials</li> <li>• Using and punctuating direct speech</li> </ul>
<p><b>Weeks 4 and 5</b> Nim’s Island (Letter)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Transcription:</b></p>



	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>• Spell further homophones</li><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li></ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discussing and recording ideas</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>• Proof-read for spelling and punctuation errors</li></ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"><li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• Using conjunctions, adverbs and prepositions to express time and cause</li><li>• Using fronted adverbials</li></ul> <p>grammatical and other features by:</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></ul>
<p><b>Week 6</b> Limerick poetry</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• Gain, maintain and monitor the interest of the listener(s)</li></ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discussing and recording ideas</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li></ul> <p>Evaluate and edit by:</p>





	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proof-read for spelling and punctuation errors</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>
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Summer 1	Objectives covered
<p><b>Weeks 1 and 2</b> Egypt (How did...)- History link (Explanation text)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <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>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Using fronted adverbials</li> <li>Using commas after fronted adverbials</li> </ul>
<p><b>Weeks 3 and 4</b> Egyptian Cinderella (Narrative)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> </ul> <p><b>Transcription:</b></p>



	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>• Spell further homophones</li><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li></ul> <p><b>Composition:</b> Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discussing and recording ideas</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>• In narratives, creating settings, characters and plot</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><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>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"><li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• Using conjunctions, adverbs and prepositions to express time and cause</li><li>• Using fronted adverbials</li><li>• Using commas after fronted adverbials</li><li>• Using and punctuating direct speech</li></ul>
<p><b>Weeks 5 and 6</b> Science link (Non-chronological report)</p>	<p><b>Spoken language:</b></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>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li></ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>• Spell further homophones</li><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul> <p><b>Composition:</b> Pupils should be taught to: Plan their writing by:</p>



	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• Organising paragraphs around a theme</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• 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> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using fronted adverbials</li> <li>• Using commas after fronted adverbials</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns</li> <li>• Using and punctuating direct speech</li> </ul>
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Summer 2	Objectives covered
<p><b>Weeks 1 and 2</b>            Marcy and the Riddle of the Sphinx            (Instructions)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul> <p><b>Composition:</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p>



	<ul style="list-style-type: none"><li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li></ul> Evaluate and edit by: <ul style="list-style-type: none"><li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>• Proof-read for spelling and punctuation errors</li><li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul> <b>Vocabulary, grammar &amp; punctuation:</b> <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>• Using fronted adverbials</li><li>• Using commas after fronted adverbials</li></ul>
<p><b>Weeks 3, 4 and 5</b> Marcy and the Riddle of the Sphinx (Newspaper)</p>	<b>Spoken language:</b> <ul style="list-style-type: none"><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• Gain, maintain and monitor the interest of the listener(s)</li></ul> <b>Transcription:</b> <ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>• Spell further homophones</li><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul> <b>Composition:</b> <p>Pupils should be taught to:</p> Plan their writing by: <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> Draft and write by: <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>• Organising paragraphs around a theme</li><li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li></ul> Evaluate and edit by: <ul style="list-style-type: none"><li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li></ul>



	<ul style="list-style-type: none"><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><li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"><li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• 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><li>• Using conjunctions, adverbs and prepositions to express time and cause</li><li>• Using fronted adverbials</li><li>• Using commas after fronted adverbials</li><li>• Indicating possession by using the possessive apostrophe with plural nouns</li><li>• Using and punctuating direct speech</li></ul>
<p><b>Week 6 and 7</b> Letter to the new teacher (Letter)</p>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li></ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>• Spell further homophones</li><li>• Spell words that are often misspelt (English Appendix 1)</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li></ul> <p><b>Composition:</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discussing and recording ideas</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>• Proof-read for spelling and punctuation errors</li></ul> <p><b>Vocabulary, grammar &amp; punctuation:</b></p> <ul style="list-style-type: none"><li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• Using conjunctions, adverbs and prepositions to express time and cause</li><li>• Using fronted adverbials</li></ul> <p>grammatical and other features by:</p>



- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns

### National Curriculum Objectives

#### Spoken Language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

#### Transcription

Pupils should be taught to:

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### Composition:

Pupils should be taught to:

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences



- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

**Vocabulary, grammar and punctuation:**

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Spelling			
Statutory requirements	Rules and guidance (non-statutory)	Example words	Week taught
Adding suffixes beginning with vowel letters to words of more than one syllable	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	
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	
The /ʌ/ sound spelt ou	These words should be learnt as needed	young, touch, double, trouble, country	
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below. Like un–, the prefixes dis– and mis– have negative meanings.  The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the	dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.	



	<p>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>re- means 'again' or 'back'.</p> <p>sub- means 'under'</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'</p>	<p>in-: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anticlockwise, antisocial</p> <p>auto-: autobiography, autograph</p>	
<p>The suffix -ation</p>	<p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information, adoration, sensation, preparation, admiration</p>	
<p>The suffix -ly</p>	<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>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</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>		
Words with endings sounding like /ʒə/ or /tʃə/	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.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion.	division, invasion, confusion, decision, collision, television	
The suffix –ous	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. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	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. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician	
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character	
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure	



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Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French 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 /ei/ 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 ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)	
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	
Word List		accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length	



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		library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	
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