



St. Peter's CE Primary School.
English: Long Term Plan-Objectives. **Year 3/4**

| Year Group- 3/4 Cycle 1 | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|-----------------------------------|---|-----------------|--|-----------------|---|-----------------|
| Reading – Word reading | Apply their growing knowledge of root words, and prefixes (etymology and morphology) as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words they meet | | Apply their growing knowledge of suffixes, (etymology and morphology) as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words they meet | | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | |
| Reading - comprehension | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks using dictionaries to check the meaning of words that they have read reading books that are structured in different ways and reading for a range of purposes discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and</p> | |

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| | | | listening to what others say. |
| Writing- composition | <p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue) in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | <p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> progressively building a varied and rich vocabulary 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] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | <p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> building an increasing range of sentence structures (English Appendix 2) in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> |

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| Vocabulary, Grammar and Punctuation | <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2 – adverbs, prepositions, clause, pronoun, possessive pronoun</p> | <p>Learning the grammar for years 3 and 4 in English Appendix 2 – conjunctions, subordinate clause, indefinite article,</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> | <p>Learning the grammar for years 3 and 4 in English Appendix 2 – direct speech, inverted commas, comma after reporting clause</p> |
| Spelling Writing – transcription | <p>We plan our spelling lessons using the National Curriculum 2014 English Appendix 1: Spelling https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf Please refer to pages 11-17. The children are assessed on the spelling patterns identified in the statutory requirements termly and this provides us with a starting point for each spelling group. Further consolidation of Year 1 and 2 statutory requirements is provided for children who need this. We also plan additional support for those children who still need to develop their phonic knowledge.</p> | | |
| Handwriting | <p>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</p> <p>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].</p> | <p>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</p> <p>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].</p> | <p>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</p> <p>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].</p> |
| Spoken Language | <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> | | |

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| | <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p> |
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St. Peter's CE Primary School.
English: Long Term Plan-Objectives.

Year 3/4

| Year Group- 3/4 Cycle 2 | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Spelling Writing – transcription | We plan our spelling lessons using the National Curriculum 2014 English Appendix 1: Spelling https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf Please refer to pages 11-17. The children are assessed on the spelling patterns identified in the statutory requirements termly and this provides us with a starting point for each spelling group. Further consolidation of Year 1 and 2 statutory requirements is provided for children who need this. We also plan additional support for those children who still need to develop their phonic knowledge. | | | | | |
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