

Year 3 and 4 English Overview

Autumn - Terms 1 and 2



		Year 3	Year 4
<u>Reading</u> (From 21 steps Reading)	Word Reading	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. - I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> - I can usually read a range of appropriate texts with fluency and accuracy. - I can recognise prefixes and suffixes in words. - I can read some (Year 4/5 Common Exception words) understanding the correspondence between spelling and sound.
	Comprehension Literal Understanding and Retrieval	<ul style="list-style-type: none"> - Begin to use knowledge of the alphabet to locate information and meaning (dictionary/index). - I can summarise and explain the main points in a text. 	<ul style="list-style-type: none"> - I can use knowledge of text structure to locate information.
	Themes and Conventions	<ul style="list-style-type: none"> - I can briefly summarise the difference between a fiction and non-fiction text, giving examples. - I can recognise some differences between different poems - I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> - I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc). - I can recognise key themes in what I have read
	Language for Effect	<ul style="list-style-type: none"> - I can identify where language is used to create mood, build tension or 'paint a picture'. - I can explain the meaning of WOW words in context. - I can explore potential meaning of ambitious vocabulary read in context 	<ul style="list-style-type: none"> - I can talk about the author's choice of language and its effect on the reader in a range of texts.
	Making Inferences	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story. - I can predict what might happen in a story 	<ul style="list-style-type: none"> - I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer meaning, using evidence from the text and wider experiences. - I can predict what might happen by quoting directly from the text.
<p>Range of texts:</p> <ul style="list-style-type: none"> - Be introduced to a range of authors that they might not choose themselves - Be able to select own books (and be taught how to do so) - Continue to develop a positive attitude to reading and understand what is read. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Read books that are structured in different ways and read for a range of purposes. - 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. 			
<u>Writing</u> (from 21 steps Writing)	Spelling	<ul style="list-style-type: none"> - I can use the first letter of a word to check its spelling in a dictionary. - I can use some strategies to help me learn to spell words 	<ul style="list-style-type: none"> - I understand the basic rules for singular and plural nouns. - I can apply rules when using an apostrophe for possession.
	Handwriting	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters. - I am beginning to use the lead in and lead out strokes to join my letters - I can check that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters.
	Writing Composition	<p>Working towards:</p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar - I can discuss and record my ideas. - I can compose and rehearse sentences orally, improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genres. - I can proofread my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and other's writing and suggest improvements. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil 	<p>Working towards:</p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally, improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genres. - I can proofread my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others' writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil.
	Vocab and grammar	<ul style="list-style-type: none"> - I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause. - I am beginning to identify and understand the main clause in a sentence. - I understand the term paragraph as a way of grouping related material. - I understand what a noun or pronoun is and am beginning to use these in my writing. - I understand that bossy verbs are known as imperative verbs. - I understand the term preposition in relation to position. - I can develop the range of time and linking words used to start sentences. - I can classify adjectives. - I can develop my use of adverbs. - I understand how to use the determiner a, or, an according to whether the next word begins with a consonant or vowel. 	<ul style="list-style-type: none"> - I can explain what the present perfect form of verbs means. - I can express time, place and cause using conjunctions (when, before, after). - I can identify the main clauses in sentences I have written. - I can understand and identify fronted adverbials. - I am developing my use of specific nouns and powerful verbs. - I am beginning to use a dictionary to check the meaning of new words. - I am becoming familiar with using a thesaurus to expand vocabulary. - I am using a range of nouns or pronouns.
	Punctuation	<ul style="list-style-type: none"> - I can confidently use capital letters and full stops to demarcate a sentence. - I am developing confidence in using inverted commas in direct speech. - I am confidently using commas in a list. 	<ul style="list-style-type: none"> - I can use inverted commas to punctuate direct speech. - I can apply rules when using an apostrophe for possession.
<u>Text types to be covered</u>	Narrative, instructions, descriptions, non-fiction, recounts		
<u>Topics and Rich Texts used</u>	Year A	Roald Dahl Charlie and the Chocolate Factory	Anglo Saxons and Scots Beowulf
	Year B	Marvellous Me This is our World : From Alaska to the Amazon - Meet 20 Children Just Like You - by Tracey Turner	Stone age to Iron Age Stone age Boy by Satoshi Kitamura The Wild Way Home by Sophie Kirtly
<u>Speaking and listening</u> (from 21 steps)	Talking to others: competence; confidence; recitation, solo	<ul style="list-style-type: none"> - I am speaking with more fluency within small groups. - I can recognise different voices in my reading. - I can understand and discuss how different tone and volume affects the meaning of my reading. - I can discuss the use of talk for different purposes. 	<ul style="list-style-type: none"> - I can explore and discuss how the use of language varies for audiences and purposes. - I can discuss and talk about how the responses of others affect my language. - I can share my learning with my friends: e.g. present & talk about a model made, show and discuss a piece of art work and how I went about it

<u>Speaking and Listening</u>	performance and presentation		
	Talking with others: listening; responding; discussion and debate	- I can participate actively in a group discussion.	- I can listen to others' points of view. - I can respond and share my ideas. -I take part in discussion -I can contribute towards making group rule for effective discussion
	Role-play and drama	- I can read aloud play scripts with understanding.	-I can perform drama with understanding of tone, intonation, volume and action.

<u>Spelling (No Nonsense Spelling)</u>	<p>Block 1 – autumn first half term</p> <table border="1"> <tr> <td>Week 1</td> <td>Lesson 1 Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</td> <td>Lesson 2 Practise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</td> <td>Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)</td> </tr> <tr> <td>Week 2</td> <td>Lesson 4 Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'</td> <td>Lesson 5 Revise From Year 2: Apostrophes for contractions</td> <td></td> </tr> <tr> <td>Week 3</td> <td>Lesson 6 Learn Strategies for learning words: Words from statutory and personal spelling lists</td> <td>Lesson 7 Revise/Teach Strategies at the point of writing: Have a go</td> <td></td> </tr> <tr> <td>Week 4</td> <td>Lesson 8 Teach Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</td> <td>Lesson 9 Practise Rarer GPCs: words with the /ei/ 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