

Year 3 and 4 English Overview

Spring - Terms 3 and 4



		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 with expression and intonation taking into account punctuation. - I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> - I can read a range of appropriate texts fluently and accurately, including exception words. - I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-important).
	Comprehension	<ul style="list-style-type: none"> - I am able to quote directly from the text to support thoughts and discussions. - I can increasingly use knowledge of alphabet to locate information and meaning 	<ul style="list-style-type: none"> - I can skim and scan to identify key ideas and answer questions from a text.
	Themes and Conventions	<ul style="list-style-type: none"> - I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts. - I can recognise presentation devices e.g. numbering and headings in instructions - I can use some appropriate vocabulary to describe different poems - I can summarise and explain the main points in a text. 	<ul style="list-style-type: none"> - I can compare and talk about the structures and features of a range of non-fiction texts. - I can compare key themes across different books
	Language for Effect	<ul style="list-style-type: none"> - I can comment on the author's choice of language to create mood and build tension. - I can explore potential meanings of WOW words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me feel 	<ul style="list-style-type: none"> - I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.
	Making Inferences	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - When prompted, I can justify and elaborate on opinions and predictions 	<ul style="list-style-type: none"> - I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer and deduce meaning based on evidence drawn from different points in the text. - I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).
<p>Range of texts: 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.</p>			
<u>Writing</u> (from 21 steps Writing)	Spelling	<ul style="list-style-type: none"> - I can use the first two or three letters of a word to check its spelling in a dictionary. - I am using an increasing range of strategies to help me learn new words - I am able to practise new spellings and check whether I have written them correctly 	<ul style="list-style-type: none"> - I can use the standard English forms verb inflections (e.g. we were not we was). - I can use the first two or three letters of a word to check its spelling in a dictionary.
	Handwriting	<ul style="list-style-type: none"> - I understand which letters are best left unjoined. - I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant 	<ul style="list-style-type: none"> - I can 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.
	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 can use a variety of conjunctions, adverbs and prepositions to express time and cause. - I am developing the use of the main clause in a sentence. - I can plan to use paragraphs to group related material. - I can identify regular and irregular verbs. - I understand the difference between a clause and a phrase. - I can use preposition to show position of objects in relation to one another. - I can use a variety of sentence openers to add interest. - I can use selected adjectives to create variety and add impact. 	<ul style="list-style-type: none"> - I can use the present perfect form of verbs in contrast to the past tense. - I can use pronouns appropriately to avoid repeating the noun. - I can express time, place and cause using conjunctions, adverbs or prepositions. - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I am beginning to use fronted adverbials. - I can choose specific nouns and powerful verbs depending on the purpose of my writing. - I can compare the apostrophe for omission with the apostrophe for possession. - I can explain and demonstrate the difference between plural and possessive 's'.
	Punctuation	<ul style="list-style-type: none"> - I can punctuate speech accurately in my writing. - I am beginning to use a comma to mark a pause in a complex sentence. 	<ul style="list-style-type: none"> - I can punctuate speech accurately in my writing. - I can use commas after fronted adverbials. - I can use a comma to mark a pause in a complex sentence. - I can indicate possession by using the possessive apostrophe with plural nouns.
<u>Text types to be covered</u>	Postcards, letters, poetry, narrative, diary writing		
<u>Topics and Rich Texts used</u>	Year A	Viking Voyagers How to Train a Dragon - Cressida Cowell	Romans Rule! Escape from Pompei - Christina Balit
	Year B	China The Willow Pattern Firework Maker's Daughter - Phillip Pulman	Commotion in The Ocean Leaf - Sandra Dieckman
<u>Speaking and listening</u> (from 21 steps)	Talking to others: competence; confidence; recitation, solo	<ul style="list-style-type: none"> - With increasing confidence my spoken language is fluent and clear, within a range of situations. - I can explore different voices in my reading. - I am practising and experimenting with the use of tone and volume. - I can develop my ability to talk for a range of purposes. 	<ul style="list-style-type: none"> - I am practising and experimenting how to use my spoken language for different audiences and purposes. - I am beginning to adjust my language according to the needs of the listener. - I can give my friends instructions on how to do something, clearly and concisely

<u>Speaking and Listening</u>	performance and presentation		
	Talking with others: listening; responding; discussion and debate	- I can ask questions and respond appropriately within group discussions making relevant comments to the suggestions of others.	- I can consider with some understanding different arguments and viewpoints responding to them. - I can put forward my opinions confidently. -I can evaluate how the group has performed
	Role-play and drama	- I can prepare play scripts.	-I can perform confidently, effectively and am beginning to use different approaches.

<u>Spelling (No Nonsense Spelling)</u>	<p>Block 3 – spring first half term</p> <table border="1"> <tr> <td>Week 1</td> <td>Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant</td> <td>Lesson 2 Practise/Apply From Year 2: suffixes '-ness' and '-ful' following a consonant</td> <td></td> </tr> <tr> <td>Week 2</td> <td>Lesson 3 Teach Prefixes 'sub-' and 'tele-'</td> <td>Lesson 4 Practise Prefixes 'sub-' and 'tele-'</td> <td>Lesson 5 Apply Prefixes 'sub-' and 'tele-'</td> </tr> <tr> <td>Week 3</td> <td>Lesson 6 Practise From Year 2: apostrophe for contraction</td> <td>Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists</td> <td></td> </tr> <tr> <td>Week 4</td> <td>Lesson 8 Apply Words from statutory and personal spelling lists: pair testing</td> <td>Lesson 9 Teach Words with the //j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</td> <td>Lesson 10 Practise Words with the //j/ sound spelt 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