

Year 3 and 4 English Overview

Summer - Terms 5 and 6



		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 intonation and expression, taking into account higher grade punctuation. - I can apply my increasing knowledge of root words, prefixes and suffixes - I can test out different pronunciations of longer words 	<ul style="list-style-type: none"> - I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. - I can explore the potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word. - I can read most (Year 4/5 HFW), understanding the correspondence between spelling and sound.
	Comprehension	<ul style="list-style-type: none"> - I can locate information by skimming (for a general impression and scanning to locate specific information). - I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin). 	<ul style="list-style-type: none"> - I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages.
	Themes and Conventions	<ul style="list-style-type: none"> - I can identify differences between different fiction and non-fiction genres. I can name different types of poems - I can discuss the merits of different presentational devices in helping clarity of meaning - I can summarise and explain the main points in a text, referring back to the text to support this 	<ul style="list-style-type: none"> - I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. - I can discuss key themes in what I have read e.g. triumph of good over evil/revenge
	Language for Effect	<ul style="list-style-type: none"> - I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can clarify the meaning of WOW words and/or phrases in context. - I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can discuss why the author might have chosen these words/phrases 	<ul style="list-style-type: none"> - I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.
	Making Inferences	<ul style="list-style-type: none"> - I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. - I can justify and elaborate on opinions and predictions with reference to the text. 	<ul style="list-style-type: none"> - I can work out the meaning of unknown words from the way they are used in context. - I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills. - I can refer to the text to support opinions and elaborate (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; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences).
<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 reading 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 use a dictionary to edit my writing. - I can talk about how I use apostrophes in my writing. - I can spell further homophones - I can spell words that are often misspelt 	<ul style="list-style-type: none"> - I can use and apply each of the rules within my writing. - I can locate words which are often misspelt in my own and other's writing - I can practise these words in order to learn the accurate spelling
	Handwriting	<ul style="list-style-type: none"> - I use a dictionary to edit my writing. - I can talk about how I use apostrophes in my writing. - I can spell further homophones - I can spell words that are often misspelt 	<ul style="list-style-type: none"> - I am increasing the legibility, consistency and quality of my handwriting.
	Writing Composition	<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 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 	<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 the main clause in a sentence. - I am beginning to identify the subordinate clause in a sentence. - I am confidently using paragraphs to structure my writing in a variety of genres. - I can use nouns or pronouns appropriately to avoid repetition. - I am beginning to use a range of regular and irregular verbs. - I can accurately use prepositions to show the position of objects in relation to one another. - I can develop my repertoire of sentence openers. - I can consider the impact that different adjectives have in my writing. - I consistently use the correct determiner. 	<ul style="list-style-type: none"> - I can correctly use the present perfect tense in contrast to the past tense in my work. - I use pronouns accurately in my work. - I use these accurately in my work. - I can use a variety of sentences with more than one clause. - I can demonstrate my understanding in my writing. - I can use fronted adverbials - I can confidently use nouns and pronouns
	Punctuation	<ul style="list-style-type: none"> - I can use speech appropriately in my writing. - I can use commas to mark a pause in a complex sentence. 	<ul style="list-style-type: none"> - I consistently use speech punctuation, commas and apostrophe in my writing
<u>Text types to be covered</u>	Narrative, Information Leaflets, Biography, Persuasive letter, Mythical stories		
Year A	Volcanoes and Earthquakes Varjac Paw - S F Said	Know Your Place (Local History) I was There: 1066 - The Norma Conquest	

Topics and Rich Texts used	Year B	Ancient Greece Greek Myths	A Country Garden The Lost Words - Robert MacFarlane																																																
<u>Speaking and listening (from 21 steps Speaking and Listening)</u>	Talking to others: competence; confidence; recitation, solo performance and presentation	- I can speak clearly and fluently with some precision. - I can experiment with different voices for impact. - I have more control over the tone and volume in my spoken language e.g. during presentation, performances, and reciting poetry. - I can talk for a variety of different reasons and purposes.	- I can adapt my language to the audience and purpose, eg. formal presentations. - I am able to adjust my language according to the needs of the listener. - work in groups of different sizes taking on different roles - I am able to make a presentation to a small group - I can read aloud a poem with appropriate intonation, tone and volume - I can join in with reading a play script showing understanding through intonation/action																																																
	Talking with others: listening; responding; discussion and debate	- I can consider the viewpoint of others and build on their comments effectively, e.g. books and texts across the whole curriculum. - I can discuss what I am learning	- I understand there are different arguments and viewpoints responding appropriately. - I can put forward my opinions and support with evidence. - consider alternative viewpoints - I can evaluate my own contribution to a discussion and change how I contribute in future as a result																																																
	Role-play and drama	- I can perform play scripts with increased understanding of tone, intonation, volume and action.	- I can use a variety of drama approaches to support my understanding of meaning and use of expression.																																																
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