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| **Year 3** | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | | |
| **Progression Core Text** | Meerkat mail! | | Book of Bones | Leon and the Place Between | Interview with a Tiger | Ratpunzul | Fantastically Great Women who Changed the World | The Lucky Dip | Marvin and Milo’s adventures in Science | Matilda (LS+) | A Question of History ( Romans) | The Big Book of Blooms | | A River |
| **Key Writing Outcome** | To create a different animal’s journey story told in postcards | | To write own pages to create a class book about an amazing group | To create a different world beyond the portal | To write own pages to create a class book about an amazing group | To write an expanded, animal version of a traditional tale | To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality | To write the story of the film from one character’s point of view: Voices on the Pier | To write up an experiment/ investigation using cartoons and explanatory texts | To write a playscript version of Matilda | To create a class Question of History book based on the Romans | To write an information text about a plant or group of plants, comprised of short sections with subheadings. | | To write about a journey through different landscapes. |
| **Possible Writing Objectives** | 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)  Evaluate and edit by: ·  assessing the effectiveness of their own and others’ writing and suggesting improvements proofread for spelling and punctuation errors | Plan their writing by: · discussing similar writing 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  Evaluate and edit by: · assessing the effectiveness of their own writing and suggesting improvements · proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors | | 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)  in narratives, creating settings,  evaluate and edit by: ·  assessing the effectiveness of their own and others’ writing and suggesting improvements  proofread for spelling and punctuation errors  read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | 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) ·  in non-narrative material, using simple organisational devices (e.g. headings and subheadings)  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  proofread for spelling and punctuation errors read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | Plan writing by 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  Evaluate and edit by:  assessing the effectiveness of their own writing and suggesting improvements  proposing changes to grammar and vocabulary to improve consistency  proofreading for spelling and punctuation errors  reading aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. | 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 non-narrative material, using simple organisational devices (e.g. headings and subheadings)  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 proofread for spelling and punctuation errors | 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  · in narratives, creating settings, characters and plot  evaluate and edit by: · assessing the effectiveness of their own and others’ writing and suggesting improvements  proofread for spelling and punctuation errors | Discuss writing similar to that which they are writing to understand and learn from its structure, vocabulary and grammar.  Compose and rehearse sentences orally.  Assess the effectiveness of their own and others’ writing and suggest improvements. | 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  · in narratives, creating settings, characters and plot  evaluate and edit by: · assessing the effectiveness of their own and others’ writing and suggesting improvements  proofread for spelling and punctuation errors | 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 non-narrative material, using simple organisational devices (e.g. headings and subheadings)  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  proofread for spelling and punctuation errors | 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)  · in non-narrative material, using simple organisational devices (e.g. headings and subheadings)  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  proofread for spelling and punctuation errors | Plan their writing by: · discussing similar writing 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 Evaluate and edit by: · assessing the effectiveness of their own writing and suggesting improvements · proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. | |
| **Possible Grammar Objectives** | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  Revision from Y2: · using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ (Y1) ·  Using the present perfect form of verbs instead of the simple past tense (e.g. He has gone out to play contrasted with He went out to play) (Y3)  Indicate grammatical and other features by: Revision from Y2: · Using apostrophes for contracted form and the possessive (singular), e.g. the girl’s name (Y2) Pupils should be taught to use: Revision from Y2 ·  The progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) (Y2 | Develop their understanding of the concepts set out in 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 | | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · prepositions (e.g. before, after, during, in, because of) to express time, place and cause | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause | Develop understanding of the concepts set out in Appendix 2 by:  extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although  Indicate grammatical and other features by:  [introduction to] inverted commas to punctuate direct speec | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  · using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause  Pupils should be taught to use:  [introduction to] paragraphs as a way to group related material  headings and subheadings to aid presentation | Indicate grammatical and other features by: · using direct speech  noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) | Express place and cause using conjunctions, adverbs or prepositions  Organise paragraphs around a theme | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause | 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 conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause  · using adverbials  · headings and subheadings to aid presentation | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause  paragraphs as a way to group related material (Y3) · headings and subheadings to aid presentation | Develop their understanding of the concepts set out in 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 · Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition · Using conjunctions, adverbs and prepositions to express time, place and cause | |

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| **Year 4** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | **Summer 2** | | |
| **Progression Core Text** | The Whistling Monster | | Anglo Saxons – Newspaper Report (LS+) | A Walk in London | | The Works ( Performance Poetry) | Dragons: Truths and Myths | Rainforest Rough guide | Arthur and the Golden Rope | | Ask Dr Fisher about Animals | Bill’s New Frock | A Question of History ( Egyptians) | Gregory Cool | | RSPB – Persuasive Letter |
| **Key Writing Outcome** | To invent and write a new folktale based on the plot of The Whistling Monster | | To create a Newspaper Report on an Anglo Saxon Historical Event | To write an information text about a place visited/studied | | To write a poem in a form of their choice based on the poems studied | To create a story, information and a poem about a dragon to include in a class book | To create a class ‘Rough Guide’ to another endangered habitat | To write own quest story as one of the Brownstone adventures | | To write a letter to an agony aunt/uncle and a reply. | To write a short story in which a character is transformed into a contrasting character | To create a class Question of History book based on the Egyptians | To write a story based on the blueprint of Gregory Cool | | To write own persuasive letter about an issue of importance to each child |
| **Possible Writing Objectives** | 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) ·  in narratives, creating settings, characters and plot  evaluate and edit by: · assessing the effectiveness of their own and others’ writing and suggesting improvements proofread for spelling and punctuation errors | 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 non-narrative material, using simple organisational devices (e.g. headings and subheadings)  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  proofread for spelling and punctuation errors | | 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 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) ·  in non-narrative material, using simple organisational devices (e.g. headings and subheadings) | 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)]  evaluate and edit by: · assessing the effectiveness of their own and others’ writing and suggesting improvements  proofread for spelling and punctuation errors read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | Draft and write by:  composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions  In narratives, create settings, characters and plot | 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:  · organising paragraphs around a theme · in non-narrative material, using simple organisational devices (e.g. headings and subheadings)  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 proofread for spelling and punctuation errors | Plan their writing by: · discussing similar writing 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 ·  Organising paragraphs around a theme ·  In narratives, creating settings, characters and plot · proposing changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors | 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  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)  evaluate and edit by:  · assessing the effectiveness of their own and others’ writing and suggesting improvements | | Plan writing by discussing writing similar to that which they are planning to write.  Discuss and record ideas.  Draft and write by composing and rehearsing sentences orally (including dialogue).  Use an increasing range of sentence structures.  In narratives, create settings, characters and plot.  Assess the effectiveness of their own and others’ writing, and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency.  Proofread for spelling and punctuation errors. | 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 non-narrative material, using simple organisational devices (e.g. headings and subheadings)  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  proofread for spelling and punctuation errors | Plan writing by discussing similar writing to their own, in order to understand and learn from its structure, vocabulary and grammar  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.  In narratives, create settings, characters and plot.  Evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements. | 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  draft and write by: · composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures  organising paragraphs around a theme  n non-narrative material, using simple organisational devices (e.g. headings and subheadings)  evaluate and edit by: · assessing the effectiveness of their own and others’ writing and suggesting improvement  proofread for spelling and punctuation errors | |
| **Possible Grammar Objectives** | 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 fronted adverbials  indicate grammatical and other features by: · using commas after fronted adverbials  · using and punctuating direct speech  Pupils should be taught to use:  inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: ·  · choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition  · using fronted adverbials  indicate grammatical and other features by: · using commas after fronted adverbials  Pupils should be taught to use: · paragraphs to organise ideas around a theme (Y4)  · headings and subheadings to aid presentation (Y3 (Recap) | | 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 fronted adverbials  indicate grammatical and other features by:  · using commas after fronted adverbials  · using and punctuating direct speech  inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted |  | | Understand what they read in books they can read independently, by:  expanding noun phrases by modifying adjectives, nouns and prepositional phrases (e.g. the strict maths teacher with curly hair)  using conjunctions to express time and cause  using fronted adverbials | 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  · choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition  Pupils should be taught to use: ·paragraphs to organise ideas around a theme  Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done) | Develop their understanding of the concepts set out in Appendix 2 by:  Using fronted adverbials  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 | 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 | | Use paragraphs to organise ideas around a theme  Use fronted adverbials followed by a comma  Extend the range of sentences  Indicate possession by using the possessive apostrophe with plural (and singular) nouns | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: ·  · choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition  · using fronted adverbials  indicate grammatical and other features by: · using commas after fronted adverbials  Pupils should be taught to use: · paragraphs to organise ideas around a theme (Y4)  · headings and subheadings to aid presentation (Y3 (Recap) | Use and punctuate direct speech.  Extend the range of sentences with more than one clause, using a wider range of conjunctions.  Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases. | 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  expressing time, place and cause using conjunctions, adverbs or prepositions  choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition  noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Pupils should be taught to use: · paragraphs to organise ideas around a theme | |