

Long Term Plan: English

Term: Autumn 1

Year group: Y3

History: Stone Age to Iron Age



Handwriting and Presentation (evidence to be seen across all genres)

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are left un-joined.
- Increase the legibility, consistency and quality of their handwriting.

Weeks	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
1-4	'How to Wash a Woolly Mammoth' by Michelle Robinson	<p><u>Reading</u></p> <p>Stone Age: Hunters, Gatherers and Mammoths by Marcia Williams</p> <p>Stone Age Sentinel</p> <p>The Stick and Stone Age by Jacqui Bailey</p> <p>Stone Age boy by Satoshi Kitamura</p> <p>The Stone Age News by Fiona Macdonald</p>	<p>Vocabulary apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>Retrieve Retrieve and record information from non-fiction</p>	<p>Imperative verbs recap and commands from Year 2.</p> <p>Conjunctions to create compound sentences – For, and, nor, but, or, yet, so</p> <p>Use 'a' and 'an' correctly.</p> <p>The prefix- anti as in anti-clockwise.</p> <p>The suffix –ly</p>	<p>Writing to Inform: Write and evaluate a range of instructions (including directions/prepositions)</p> <p>Using simple organisational devices e.g. headings, sub-headings, bullets and numbering.</p> <p>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</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p>	<p>The Accidental Prime Minister</p> <p>The Abominables</p> <p>The Fastest Boy in the World</p> <p>Amelia Fang and the Barbaric Ball</p> <p>Harriet Versus the Galaxy by Samantha Baines</p>
5-7	Stone Age boy by Satoshi Kitamura	<p><u>Writing</u></p> <p>Range of additional instruction texts</p>	<p>Prediction Predicting what might happen from details stated and implied</p> <p>Summarising identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>Revision of 2A sentences, capital letters, commas and full stops.</p> <p>Adverb openers eg. How did the character move? How did the character move?</p> <p>Use of inverted commas for direct speech.</p> <p>Use of reporting verbs.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Writing to Entertain: Narrative -Stone age theme</p> <p>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</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors</p>	<p>The Christmasaurus and the Winter Witch</p> <p>The Christmasaurus</p> <p>The Iron Man</p> <p>Delete as appropriate</p>

Spoken Language (evidence to be seen across all genres)

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Long Term Plan: English

Term: Autumn 2

Year group: Y3 Geography: Europe

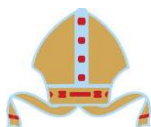
Handwriting and Presentation (evidence to be seen across all genres)

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are left un-joined.
- Increase the legibility, consistency and quality of their handwriting.

Weeks	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
1-4 Explanation Text	'Until I met Dudley,' by Roger McGough	<p><u>Reading</u> Learning about Europe</p> <p>Living in France</p> <p>Living in Italy</p> <p>Living in Poland</p> <p><u>Writing</u> Examples of Explanation Texts</p>	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Ask questions to improve their understanding of the text. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Vocabulary Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>	<p>Revision of 2A sentences, capital letters, commas and full stops.</p> <p>Extend the range of sentences with more than one clause. By using a wider range of conjunctions, including when, if because, although, since, until, however, yet.</p> <p>Using a and an correctly</p> <p>The prefix- anti as in anti-clockwise.</p>	<p>Writing to Inform: Explanation Text 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</p> <p>Discussing and recording ideas</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Using simple organisational devices e.g. headings, sub-headings, bullets and numbering.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p>	<p>The Accidental Prime Minister</p> <p>The Abominables</p> <p>The Fastest Boy in the World</p> <p>Amelia Fang and the Barbaric Ball</p> <p>Harriet Versus the Galaxy by Samantha Baines</p>
5-6 Poetry: Kennings	The Christmasaurus by Tom Fletcher	Examples of Kennings	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Explain Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Inference drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Adding er to root words</p> <p>Endings tion, sion, sсион, cian</p> <p>Possessive apostrophe with plural nouns – the apostrophe is placed after the plural form of the word eg girls', boy's and babies'.</p> <p>S is not added if the plural already ends in s but is added if the plural is irregular e.g. children's.</p>	<p>Writing to entertain: Read and write kennings. 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.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>The Christmasaurus and the Winter Witch</p> <p>The Christmasaurus</p> <p>The Iron Man</p> <p>Delete as appropriate</p>

Spoken Language (evidence to be seen across all genres)

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- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Long Term Plan: English

Term: Spring 1

Year group: Y3

History: Ancient Egypt

Handwriting and Presentation (evidence to be seen across all genres)

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are left un-joined.
- Increase the legibility, consistency and quality of their handwriting.

Weeks	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
1 – 4	Flat Stanley: The Great Egyptian Grave Robbery by Jeff Brown	The Ancient Egyptians by Fiona Macdonald A Soldier's life in Ancient Egypt Ancient Egypt The Orchard Book of Egyptian Gods and Pharaohs by Robert Swindells Early Civilisations: Egyptian Life Ancient Egypt Ancient Egypt by Jill Laidlaw Egyptian Treasures by Catherine Chambers History Detectives: Ancient Egypt	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • 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>Vocabulary Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>Retrieve Retrieve and record information from non-fiction</p> <p>Prediction Predicting what might happen from details stated and implied</p> <p>Summerising Identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>Organising paragraphs around a theme.</p> <p>Using and punctuating direct speech.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use of inverted commas for direct speech.</p> <p>Adverb openers eg. How did the character move? How did the character move?</p>	<p>Writing to Entertain: Narrative -Adventure stories 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</p> <p>Discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <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>The Accidental Prime Minister</p> <p>The Abominables</p> <p>The Fastest Boy in the World</p> <p>Amelia Fang and the Barbaric Ball</p> <p>Harriet Versus the Galaxy by Samantha Baines</p> <p>The Christmasaurus and the Winter Witch</p> <p>The Christmasaurus</p>
5-7		The Great Fairy Tale Disaster' by David Conway 'Snow White in New York,' by Fiona French 'The Wolf's Story,' by Toby Forward 'The True Story of the Three Little Pigs!' By Jon Scieszka 'Little Red and the Very Hungry Lion,' by Alex Smith		<p>Alliteration</p> <p>Similes</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>spell words that are often misspelt</p>	<p>Writing to entertain: Narrative - Fairy Tale with a twist Write a traditional tale by changing one aspect giving it a modern twist.</p> <p>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</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors</p>	<p>The Iron Man</p> <p>Delete as appropriate</p>

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- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Long Term Plan: English

Term: Spring 2 Year group: Y3 Geography: Spain and Catalonia



Handwriting and Presentation (evidence to be seen across all genres)

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are left un-joined.
- Increase the legibility, consistency and quality of their handwriting.

Weeks	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
1 – 3	Play Time: Plays for all ages by Julia Donaldson	Range of playscripts Texts about Spain and Catalonia	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Ask questions to improve their understanding of the text. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Vocabulary understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>	<p>Presentational features of a play script</p> <p>The suffix –ly the suffix –ly is added to an adjective to form an adverb. T</p> <p>Homophones and near homophones</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Writing to Entertain: Play scripts Pupils write a play script based on a familiar fairy tale.</p> <p>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</p> <p>Discussing and recording ideas</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p>	<p>The Accidental Prime Minister</p> <p>The Abominables</p> <p>The Fastest Boy in the World</p> <p>Amelia Fang and the Barbaric Ball</p> <p>Harriet Versus the Galaxy by Samantha Baines</p>
4 – 6	<u>Newspaper Report</u>	Examples of Newspapers First News Nat Geo Kids	<p>Using dictionaries to check the meaning of words that they have read</p> <p>Explain recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>Inference drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Use of rich vocabulary</p> <p>The prefix – im (impossible, impatient, imperfect, immature) – stand-alone lesson</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Homophones and near homophones</p>	<p>Writing to Inform: Newspaper Report Write a newspaper article based on one of the plays from Play time.</p> <p>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</p> <p>Discussing and recording ideas</p> <p>Using simple organisational devices e.g. headings, sub-headings, bullets and numbering.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p>	<p>The Christmasaurus and the Winter Witch</p> <p>The Christmasaurus</p> <p>The Iron Man</p> <p>Delete as appropriate</p>

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- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Long Term Plan: English

Term: Summer 1 Year group: Y3 History: Ancient Greece

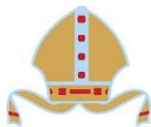
Handwriting and Presentation (evidence to be seen across all genres)

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are left un-joined.
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Weeks	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
1 – 4	The Adventure of Odysseus by Hugh Lupton	Greek Myths by Marcia Williams Uncovering the past: Ancient Greece Ancient Greek Art by Susie Hodge This is Greece Rich and Poor in Ancient Greece by Jane Bingham Ancient Greeks by Anita Ganeri Trade and Warfare by Robert Hull What did the Ancient Greeks do for me? by Patrick Carter Life in Ancient Greece by Sarah Ridley	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 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 Vocabulary apply their growing knowledge of root words, prefixes and suffixes 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 understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	Using a wider range of conjunctions, including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense. Use of reporting verbs. Indicating possession by using the possessive apostrophe with plural nouns. Prefixes – un, dis and mis	Writing to Entertain: Narrative- Myths Write a new myth which conveys a message. 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. In narratives, creating settings, characters and plot Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors.	The Accidental Prime Minister The Abominables The Fastest Boy in the World Amelia Fang and the Barbaric Ball Harriet Versus the Galaxy by Samantha Baines The Christmasaurus and the Winter Witch
5-6		My Best Book of Ancient Greece by Belinda Weber Greek Warrior History Detectives: Ancient Greece Range of poetry books with examples of poems linked to the senses	Retrieve Retrieve and record information from non-fiction Prediction Predicting what might happen from details stated and implied Summerising identifying main ideas drawn from more than 1 paragraph and summarising these	Alliteration Similes Use of rich vocabulary Homophones and near homophones Use conjunctions and prepositions to express time and cause use the first 2 or 3 letters of a word to check its spelling in a dictionary	Writing to Entertain: Poetry – Sense Poems. 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, 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 suggest improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors.	The Christmasaurus The Iron Man Delete as appropriate

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- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Long Term Plan: English

Term: Summer 2 Year group: Y3 Geography: Extreme Earth

Handwriting and Presentation (evidence to be seen across all genres)

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are left un-joined.
- Increase the legibility, consistency and quality of their handwriting.

Weeks	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
1 – 4	Pebble in my Pocket by Meredith Hopper	Volcanoes Natural Disasters by Jenny Vaughan Our Angry Planet: Volcanoes Earthquakes & Tsunamis Volcanoes Blow their Tops Violent Volcanoes Examples of Non Chronological reports Examples of letters both formal and informal	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Ask questions to improve their understanding of the text. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Vocabulary understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>Explain recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>Inference drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	Extend the range of sentences with more than one clause by using a wider range of conjunctions – when, if, because, although Introducing paragraphs as a way to group related material. Using generalisers with commas The suffix -ous eg dangerous, monstrous Extend the range of sentences with more than one clause by using a wider range of conjunctions – when, if, because, although Introducing paragraphs as a way to group related material.	<p>Writing to inform: Non- chronological Report Pupils research and take notes on theme.</p> <p>Using simple organisational devices e.g. headings, sub-headings, bullets and numbering.</p> <p>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.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Writing to inform: Letters: Letter related to topic – possibly letter to prevent climate change to the prime minister.</p> <p>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.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p>	
5 – 6						

Spoken Language (evidence to be seen across all genres)

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- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.