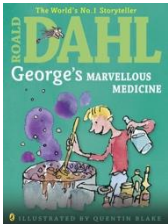
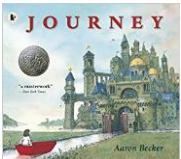
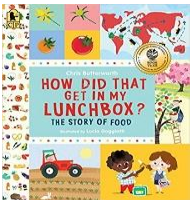
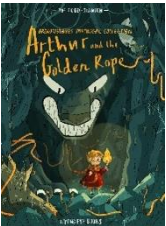
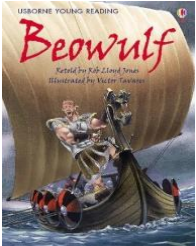
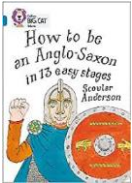
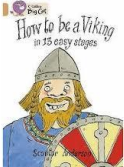
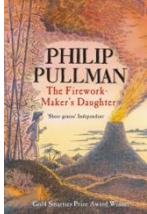

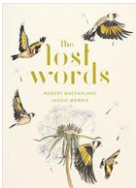


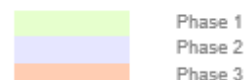
Botley C of E Primary School English Overview Year 3/4

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Potions	Scrumdiddlyumptious	Swords, Shields and Settlers	Raiders or Traders?	Tremors	Mother Earth
Driver Texts	<p>George's Marvellous Medicine R Dahl</p> 	<p>How did that get in my lunchbox?</p> <p>The Journey Arron Becker</p>  	<p>Arthur and the golden Rope _ Joe Todd</p>  <p>Stanton</p> <p>Hampshire Non-Fiction Book Awards</p> 	<p>How to be an Anglo-Saxon/Viking in 13 easy steps.</p>  	<p>Firework Maker's Daughter Phillip Pullman</p> 	<p>The Promise - Nicola Davies</p> <p>The Lost words- Robert McFarlane</p>  
Writing	<p>Fiction (E): Character Description Instruction writing Narrative -Dialogue between characters</p>	<p>Fiction (E) - Setting description Narrative - Next section of the Journey</p>	<p>MW Fiction (E): Character Description - Hero Fiction (E): MYTH STORY Another version of Arthur story Non-Fiction - Also work linked to each Hampshire book award text.</p>	<p>Fiction (E): Kenning poems Other writing based on the Hampshire book awards of the year.</p>	<p>Fiction (E): Letter from Lila to her father Narrative -Write a missing chapter</p>	<p>Fiction (E): Poem- describing the contrasting environments/ setting descriptions First person narrative on events in the story - dialogue</p>

Theme Writing	Non-Fiction (I): Historical information page - Significant person or discovery in medicine	Non-Fiction (I/P): Persuasive writing - Holiday in Naples region of Italy (P) How does your food get to your lunchbox?(I)	MW Non-Fiction (P): Why trip to Winchester is a good part of Y34 curriculum	Non-fiction (E, I): How to be a Viking in 13 easy steps	Non-Fiction (I): Explanation text on Volcanoes	MW Non-fiction (I): Using Lost Words Create an information leaflet on a plant of their choice (I)
Spelling (Year 3)	Review of suffixes (-ed, -ing, -er, -est, -ness, -ment, -ful, -less) The /i/ sound with a y The /u/ sound spelled 'ou' Year 3/4 word list	The /ai/sound spelled 'ei', 'eigh' or 'ey'. The un-, dis- and mis- prefixes Split diagraphs Year 3/4 word list	Prefixes (re-, super-) Year 3/4 word list	Prefixes (anti-, sub-, auto-, inter-) Homophones and near homophones Year 3/4 word list	The -ly suffix Year 3/4 word list	Suffixes (-ally, -action, -sion, -tion) Suffixes (vowel letters) Prefixes (in-, il-, im-, ir-) Year 3/4 word list
Spelling (Year 4)	Review of Year 3 suffixes Missing letters and possessive apostrophes Suffixes (vowel letters) Year 3/4 word list	-sion and -tion endings -ssion endings -ation -cian Year 3/4 word list	-ous endings Year 3/4 word list	/k/ sound spelled 'ch' /s/ sound spelled 'c' -ture endings -sure and -ture endings Unstressed vowels Year 3/4 word list	/sh/ sound spelled 'ch' -gue spellings Year 3/4 word list	-que endings /s/ sound spelled 'sc' Homophones and near homophones Prefixes (un-, dis-, mis-, re-) Year 3/4 word list
Let's Think	Tunnel-Symbolic reasoning Old- Intentions & consequences	Journey -Symbolic reasoning Shirley Narrative sequencing	Quest -Classification Not now Bernard - Intention and consequences	Wolves -Classification Red - Narrative sequencing	Halvar & the trolls - Frames of Reference Mysteries - Classification	Blue and Yellow-Symbolic reasoning The Present -Frames of reference

Year 3		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1		<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> 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. Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Writing is clear in purpose 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 When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings 	<ul style="list-style-type: none"> Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) 	<ul style="list-style-type: none"> Use conjunctions to express time, place and cause Use adverbs and prepositions to express time, place and cause Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Proof-read for spelling and punctuation errors Use irregular simple past-tense verbs e.g. awake / awoke
	Phase 2	<ul style="list-style-type: none"> Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings 		<ul style="list-style-type: none"> In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	Phase 3	<ul style="list-style-type: none"> Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		<ul style="list-style-type: none"> Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 	<ul style="list-style-type: none"> Uses varied nouns and pronouns for cohesion 		<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</i>


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 National Curriculum statements
Additional HIAS statements

WRITING						
Year 4	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> 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. Is able to maintain fluency of writing and has sufficient stamina for typical written tasks 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary 	<ul style="list-style-type: none"> Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Understand the difference between plural and possessive -s Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Phase 2	<ul style="list-style-type: none"> Plural nouns of words ending in 'o'. 	<ul style="list-style-type: none"> Can correctly join letters in accordance with the school's agreed style Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) 	<ul style="list-style-type: none"> Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences 		<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns
Phase 3	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		<ul style="list-style-type: none"> Use figurative language such as similes, alliteration to build a picture in the readers head 			<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial

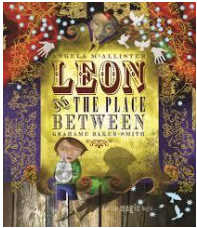

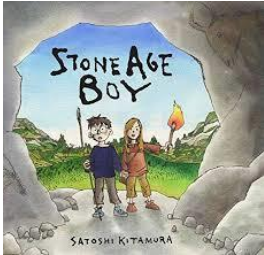
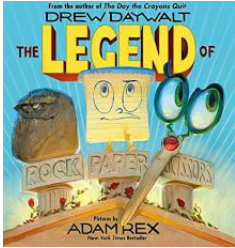

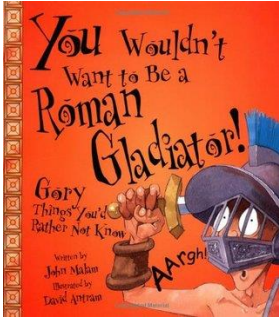
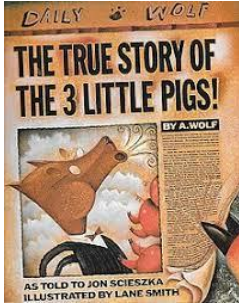
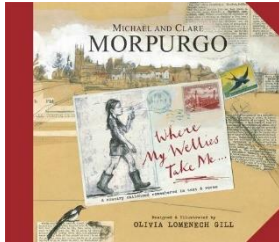

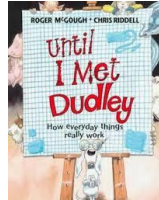
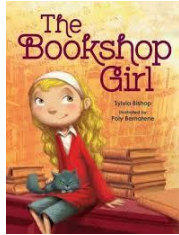
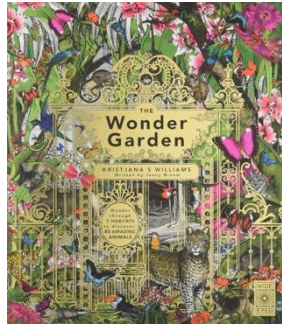
READING								
Year 3	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently 	<ul style="list-style-type: none"> Show understanding of the main points drawn from one paragraph 	<ul style="list-style-type: none"> Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader 	<ul style="list-style-type: none"> Read books that are structured in different ways and show some awareness of the various purposes for reading Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction
Phase 2		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Show understanding of the main points drawn from more than one paragraph 	<ul style="list-style-type: none"> Begin to recognise fact and opinion 	<ul style="list-style-type: none"> Begin to use vocabulary from the text to support responses and explanations 	<ul style="list-style-type: none"> Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them 	<ul style="list-style-type: none"> Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
Phase 3				<ul style="list-style-type: none"> Retrieve and record information from non-fiction Extract information and make notes 	<ul style="list-style-type: none"> Use specific vocabulary and ideas expressed in the text to support own views 		<ul style="list-style-type: none"> 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 (Year 3 /4 writing National Curriculum) 	

	Phase 1
	Phase 2
	Phase 3

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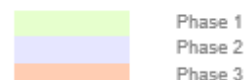
Year 4		READING							
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1		<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw sound inferences, supported through reference to the text 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) Identify how a range of presentational devices guide the reader in non-fiction
Phase 2			<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text 			<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Show understanding through intonation, tone, volume and action when performing poems and playscripts 	<ul style="list-style-type: none"> Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry]
Phase 3					<ul style="list-style-type: none"> Use specific vocabulary, and ideas expressed in the text, to support own responses 	<ul style="list-style-type: none"> Infer underlying themes and ideas 	<ul style="list-style-type: none"> 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 (Yc 4 writing National curriculum) 	<ul style="list-style-type: none"> Make links between texts and to the wider world 	

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	The Blue Abyss	Tribal Tales	I'm a Warrior	Stay Safe	Dynamic Discoveries	Amazon Adventure
Driver Text	<p>Something Fishy Leon and the Place Inbetween Angela McAllister A River - Marc Martin</p>  	<p>Stone Age Boy- Satoshi Kitamura Edgar - John Lewis advert</p>  	<p>Winter's Child - Angela McAllister You wouldn't want to be a Roman Gladiator!</p>  	<p>Twisted Tales - True Story of the Three Little Pigs Where my wellies take me?</p>  	<p>The Iron Man Ted Hughes Until I met Dudley Roger McGough</p>  	<p>The Bookshop Girl Sylvia Bishop Wonder garden</p>  
Writing	<p>Fiction Setting Description Fiction River poem Fiction Circus setting description Non-Fiction River/Water Poetry Non-Fiction Explanation (The Ocean Biome)</p>	<p>Fiction postcard Fiction Time switch story Non-Fiction Information (Homes)</p>	<p>Fiction Character descriptions Fiction Narrative - from a character's point of view Non-Fiction Persuade (Being a Roman Soldier)</p>	<p>Fiction Diary entry Fiction Poetry - If I were... Gran can you rap? Non-Fiction Persuasive Letters (Local Safety Study)</p>	<p>Fiction Wanted posters Fiction Newspaper report Non-Fiction Instructions</p>	<p>Fiction Narrative Non-Fiction Create a page in the style of a faction book Non-Fiction Persuasion and Explanation Destruction of the Amazon</p>

Spelling (Year 3)	Review of suffixes (-ed, -ing, -er, -est, -ness, -ment, -ful, -less) The /i/ sound with a y The /u/ sound spelled 'ou' Year 3/4 word list	The /ai/sound spelled 'ei', 'eigh' or 'ey'. The un-, dis- and mis- prefixes Split diagraphs Year 3/4 word list	Prefixes (re-, super-) Year 3/4 word list	Prefixes (anti-, sub-, auto-, inter-) Homophones and near homophones Year 3/4 word list	The -ly suffix Year 3/4 word list	Suffixes (-ally, -action, sion, -tion) Suffixes (vowel letters) Prefixes (in-, il-, im-, ir-) Year 3/4 word list
Spelling (Year 4)	Review of Year 3 suffixes Missing letters and possessive apostrophes Suffixes (vowel letters) Year 3/4 word list	-sion and -tion endings -ssion endings -ation -cian Year 3/4 word list	-ous endings Year 3/4 word list	/k/ sound spelled 'ch' /s/ sound spelled 'c' -ture endings -sure and -ture endings Unstressed vowels Year 3/4 word list	/sh/ sound spelled 'ch' -gue spellings Year 3/4 word list	-que endings /s/ sound spelled 'sc' Homophones and near homophones Prefixes (un-, dis-, mis-, re-) Year 3/4 word list
Let's Think	Here We are Shirley	Not now Bernard Old	Dig a hole Mysteries	Wolves Tunnel	Dig a hole Blue and Yellow	Alike Splash

Year 3		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1		<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> 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. Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Writing is clear in purpose 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 When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings 	<ul style="list-style-type: none"> Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) 	<ul style="list-style-type: none"> Use conjunctions to express time, place and cause Use adverbs and prepositions to express time, place and cause Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Proof-read for spelling and punctuation errors Use irregular simple past-tense verbs e.g. awake / awoke
	Phase 2	<ul style="list-style-type: none"> Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings 		<ul style="list-style-type: none"> In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	Phase 3	<ul style="list-style-type: none"> Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		<ul style="list-style-type: none"> Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 	<ul style="list-style-type: none"> Uses varied nouns and pronouns for cohesion 		<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</i>


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 National Curriculum statements
Additional HIAS statements

WRITING						
Year 4	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> 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. Is able to maintain fluency of writing and has sufficient stamina for typical written tasks 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary 	<ul style="list-style-type: none"> Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Understand the difference between plural and possessive -s Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Phase 2	<ul style="list-style-type: none"> Plural nouns of words ending in 'o'. 	<ul style="list-style-type: none"> Can correctly join letters in accordance with the school's agreed style Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) 	<ul style="list-style-type: none"> Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences 		<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns
Phase 3	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		<ul style="list-style-type: none"> Use figurative language such as similes, alliteration to build a picture in the readers head 			<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial

READING								
Year 3	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently 	<ul style="list-style-type: none"> Show understanding of the main points drawn from one paragraph 	<ul style="list-style-type: none"> Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader 	<ul style="list-style-type: none"> Read books that are structured in different ways and show some awareness of the various purposes for reading Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction
Phase 2		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Show understanding of the main points drawn from more than one paragraph 	<ul style="list-style-type: none"> Begin to recognise fact and opinion 	<ul style="list-style-type: none"> Begin to use vocabulary from the text to support responses and explanations 	<ul style="list-style-type: none"> Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them 	<ul style="list-style-type: none"> Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
Phase 3				<ul style="list-style-type: none"> Retrieve and record information from non-fiction Extract information and make notes 	<ul style="list-style-type: none"> Use specific vocabulary and ideas expressed in the text to support own views 		<ul style="list-style-type: none"> 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 (Year 3 /4 writing National Curriculum) 	

	Phase 1
	Phase 2
	Phase 3

Black text	National Curriculum statements
Red text	Additional HIAS statements

Year 4		READING							
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1		<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw sound inferences, supported through reference to the text 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) Identify how a range of presentational devices guide the reader in non-fiction
Phase 2			<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text 			<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Show understanding through intonation, tone, volume and action when performing poems and playscripts 	<ul style="list-style-type: none"> Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry]
Phase 3					<ul style="list-style-type: none"> Use specific vocabulary, and ideas expressed in the text, to support own responses 	<ul style="list-style-type: none"> Infer underlying themes and ideas 	<ul style="list-style-type: none"> 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 (Yc 4 writing National curriculum) 	<ul style="list-style-type: none"> Make links between texts and to the wider world 	