

Churchfields, the Village School

English Progression

Year 3 specific - Year 3/4 – Year 4 specific

Objectives should be introduced as new material for Year 3s and as revision for Year 4s with increased expectation of accuracy and application.

<p>NC2014</p>	<p>Reading: Decoding <i>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. Decoding with prefixes/suffixes should link to spelling teaching.</i></p>	<p>Reading: Composition <i>Follow Year group program of study</i></p> <p><i>Taught through independent reading, group reading or whole class sessions.</i></p>	<p>Writing: Transcription (spelling and handwriting) See Appendix 1A NC2014</p>	<p>Writing: Vocabulary, punctuation, and grammar <i>Taught as a progression of skills from KS1.</i></p> <p>See Appendix 2</p>	<p>Writing: Composition <i>Taught as a progression of skills from KS1.</i></p>	<p>Assessment: Reading and writing</p>
<p>Term 1 Topic C1: C2: C3: C4:</p>	<p>Learning new vocabulary (linked to topic)</p> <p>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.</p> <p>Establish reading expectations and routines for independent reading and/or group reading.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction using the contents and index.</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced</p>	<p>Revision of Year 2 grammar objectives including: expanded noun phrases, FS, CL, exclamation marks, question marks, sentence types (exclamation, statement, command, question), coordination and subordination, commas to separate items in a list, progressive, past and present tense. No need to recap for Year 4.</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] and determiners. Recap for Year 4s.</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>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p>Big write SWST spelling age test</p>

			sufficiently so that the ascenders and descenders of letters do not touch].	Formation of nouns using a range of prefixes [for example super-, anti-, auto-		
Term 2 Topic C1: C2: C3: C4:	Learning new vocabulary (linked to topic) Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.	Reading books that are structured in different ways and reading for a range of purposes Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying main ideas drawn from more than one paragraph and summarising these.	Spell further homophones Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Extend sentences with a wider range of conjunctions, e.g. when, if, because, although, so Recap for Year 4s. Use conjunctions to express time and place, e.g. when, before, after, while. Recap for Year 4s. Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials	Plan their writing by discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Big write NFER reading paper NFER SPAG paper

<p>Term 3</p> <p>Topic</p> <p>C1:</p> <p>C2:</p> <p>C3:</p> <p>C4:</p>	<p>Learning new vocabulary (linked to topic)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Indicate possession using the apostrophe for singular and plural nouns.</p>	<p>Organising paragraphs around a theme</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>Big write</p>
<p>Term 4</p> <p>Topic</p> <p>C1:</p> <p>C2:</p> <p>C3:</p> <p>C4:</p>	<p>Learning new vocabulary (linked to topic)</p> <p>Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.</p>	<p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Spell words that are often misspelt (English Appendix 1)</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Recap for Year 4.</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Big write</p> <p>NFER reading paper</p> <p>NFER SPAG paper</p>

<p>Term 5 Topic C1: C2: C3: C4:</p>	<p>Learning new vocabulary (linked to topic)</p> <p>Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Revision of nouns and appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>The grammatical difference between plural and possessive – s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Person – understanding that writing can be third or first person</p>	<p>Proof-read for spelling and punctuation errors</p>	<p>Big write SWST spelling age test</p>
<p>Term 6 Topic C1: C2: C3: C4:</p>	<p>Learning new vocabulary (linked to topic)</p> <p>Build breadth and depth of reading, making sure that they become independent, fluent and enthusiastic</p>	<p>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>	<p>Revision and consolidation.</p>	<p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</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>Big write NFER reading paper</p> <p>NFER SPAG paper</p>

	readers who read widely and frequently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Revision and consolidation.		
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