

Key Skills

self evaluation
 editing and redrafting
 planning ideas

Brant Broughton C of E & Methodist



English Plan- Year 3 and 4

Each term – some narrative (to link with Class text) and some non-narrative (to link with project learning, poetry work in at least 2 terms)

	1	2	3
Spelling/Phonics	<p>Y3 2019/20</p> <p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Apostrophes for contractions</p> <p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Strategies at the point of writing: Have a go</p> <p>Rarer GPCs: words with the /ei/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)</p> <p>Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)</p> <p>Prefixes 'mis-' and 're-'</p> <p>The /ɪ/ sound spelt 'y'</p> <p>Proofreading</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>	<p>Y3 2019/20</p> <p>From Year 2: suffixes '-ness' and '-ful' following a Consonant</p> <p>Prefixes 'sub-' and 'tele-' apostrophe for contraction</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Suffixes - less, ness, ful</p> <p>Elements from the previous half term that require practice</p> <p>Prefixes 'super-' and 'auto-'</p> <p>Strategies at the point of writing: homophones</p> <p>Homophones</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p> <p>Proofreading</p>	<p>Y3 2019/20</p> <p>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Apostrophes for contractions</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Rare GPCs (/ɪ/ sound)</p> <p>From Years 1 and 2: vowel digraphs</p> <p>Strategies at the point of writing: Have a go</p> <p>Spellings learnt in the last half term</p> <p>The /ʌ/ sound spelt 'ou'</p> <p>Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)</p> <p>Aspects from this half term</p>

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	<p>Y4 2020/21 Strategies at the point of writing: Have a go words from statutory spelling list Words ending /ʒə/ From Year 2: possessive apostrophe with singular proper nouns Homophones <i>(peace/piece, main/mane, fair/fare)</i> Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>	<p>Y4 2020/21 The /g/ sound spelt 'gu' Strategies for learning words: words from statutory and personal spelling lists Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Homophones (<i>scene/seen, mail/male, bawl/ball</i>) Error Analysis (teacher to do) Prefixes 'anti-' and 'inter-' Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p>	<p>Y4 2020/21 Words with the /s/ sound spelt 'sc' (Latin in origin) Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go Endings that sound like /ʃən/ spelt 'sion' Apostrophes for possession, including singular and plural Homophones Strategies for learning words: words from statutory list that need further learning Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Work covered this term</p>
Handwriting	<p>Year 3- Join all letters that should joined. Increase legibility, consistency and quality. Consistently write in cursive style with clear ascenders and descenders. Consistently write letters with the correct orientation and size.</p>	<p>Year 4- Join all letters that should joined in all independent work. Increase legibility, consistency and quality. Write with speed and accuracy. Consistently write in a cursive style.</p>	<p>Year 4- Join all letters that should joined in all independent work. Increase legibility, consistency and quality. Write with speed and accuracy. Consistently write in a cursive style.</p>
Composition	<p>Year 3- Plan own writing by discussing and looking at ideas. Look at genre examples to identify structure, vocabulary and grammar.</p>	<p>Y3 Organise paragraphs around a theme. Adapt form and style to suit the audience. Y4 Use paragraphs to organise and group ideas around a theme.</p>	<p>Y3 Use organisational devices in non-fiction, e.g. headings, subheadings. Use literary devices such as, alliteration, simile, metaphor and personification.</p>

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	<p>Compose sentences building a varied and rich vocabulary and range of sentence structures.</p> <p>Year 4- Plan own writing and discuss and record ideas.</p> <p>Look at genre examples to identify structure, vocabulary and grammar.</p> <p>Compose sentences orally building a varied and rich vocabulary and range of sentence structures.</p> <p>Choose nouns and pronouns to use within and across sentences to avoid repetition.</p> <p><u>Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.</u></p> <p><u>Proof read a piece of text to check for errors.</u></p>	<p><u>Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.</u></p> <p><u>Proof read a piece of text to check for errors.</u></p>	<p>Y4 Use literary devices such as, alliteration, simile, metaphor and personification.</p> <p>Ensure consistent tense when writing.</p> <p>Use a range of writing styles and roles confidently and independently.</p> <p>Develop ideas in creative and interesting ways</p> <p><u>Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.</u></p> <p><u>Proof read a piece of text to check for errors.</u></p>
<p>Vocabulary</p>	<p>Nouns, pronouns Co-ordinating and sub-ordinating conjunctions Present/perfect tense Fronted adverbial</p>	<p>Year 3- Adverb, adverbial, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, vowel, inverted commas (speech marks.)</p> <p>Consistently use adjectives, verbs and adverbs for description.</p> <p>Year 4- Determiner, pronoun, possessive pronoun, adverbial.</p>	<p>Year 4- Determiner, pronoun, possessive pronoun, adverbial.</p>

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<p>Grammar</p>	<p>Extend sentences using a wide range of conjunctions, e.g. when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns and pronouns appropriately for clarity and to avoid repetition.</p> <p>Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)</p> <p>Adverbials/fronted adverbials(Y3) and commas for fronted adverbials Expanded noun phrases</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Know the grammatical difference between plural and possessive.</p> <p>Past simple, past progressive, present simple, present progressive, past perfect, present perfect tenses</p>	<p>Year 4- Use standard English forms for verb inflections rather than spoken language, e.g. we were rather than we was.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Sentence types - statement, command, question, exclamation</p>
<p>Punctuation</p>	<p>Aa.!?</p> <p>Inverted commas</p> <p>Commas to separate a list</p> <p>Year 3- Use the possessive apostrophe with plural nouns.</p>	<p>Punctuate direct speech with "" (inverted commas).</p> <p>Use bullet points for a list.</p> <p>Year 4- Use inverted commas and other punctuation to indicate direct speech.</p> <p>Use apostrophe to indicate singular and plural possession.</p> <p>Apostrophe for omission and possession</p> <p>Use bullet points for a list.</p>	<p>Year 4</p> <p>-Use apostrophe to indicate singular and plural possession.</p> <p>-Use bullet points for a list.</p>
<p>Reading comprehension</p>	<p>Year 3- Identify the difference between fiction and non-fiction texts.</p> <p>Discuss a variety fo texts including fiction and poetry.</p> <p>Use dictionaries to check meaning of words.</p> <p>Skim and scan a text to find information.</p>	<p>Year 3</p> <p>Identify main ideas drawn from text and summarise these.</p> <p>Identify themes in a small range of books.</p> <p>Recognise different forms of poetry.</p> <p>Discuss words and phrases that capture a readers interest and imagination.</p>	<p>Year 3</p> <p>Discuss a range of texts that are read to and by me.</p> <p>Recommend books to others based on my own reading preferences.</p> <p>Listen attentively to books I might not choose myself.</p> <p>Year 4</p>

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	<p>Predict what may happen from details stated and implied.</p> <p>Consider the difference between facts and opinion.</p> <p>Know how to locate key information in non-fiction texts.</p> <p>Summarise main ideas from a text.</p> <p>Year 4- Listen and discuss a wide range of poetry, fiction, non-fiction, plays and reference books.</p> <p>Use dictionaries to check the meaning of words and explain these using a context.</p> <p>Apply understanding of words to check a text makes sense.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss understanding and explain meaning of words in context.</p> <p>Understand what I have read at speed.</p> <p>Draw inferences from characters feelings, thoughts and motives for their actions.</p> <p>Year 4</p> <p>Identify themes in a wide range of texts.</p> <p>Identify and summarise key ideas drawn from more than one paragraph.</p> <p>Talk about the authors purpose.</p>	<p>Express own views and challenge the opinions of others.</p>
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