

**Spoken Language (SL) - Coverage in Spring Plans: Year 3/4**

<b>SL Objectives</b>	<b>Fiction 3</b>	<b>Fiction 4</b>	<b>Non-F 3</b>	<b>Non-F 4</b>	<b>Poetry 3</b>	<b>Poetry 4</b>
a) Listen and respond appropriately to adults and their peers	Yellow	Blue	Green		Purple	Red
b) Ask relevant questions to extend their understanding and knowledge	Yellow					
c) Use relevant strategies to build their vocabulary	Yellow					Red
d) Articulate and justify answers, arguments and opinions				Orange		
e) Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Yellow		Green			Red
f) Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow	Blue		Orange		Red
g) Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		Blue	Green		Purple	Red
h) Speak audibly and fluently with an increasing command of Standard English					Purple	
i) Participate in discussions, presentations, performances role play, improvisations and debates	Yellow	Blue	Green	Orange	Purple	Red
j) Gain, maintain and monitor the interest of the listener(s)						
k) Consider and evaluate different viewpoints, attending to and building on the contributions of others				Orange		
l) Select and use appropriate registers for effective communication	Yellow	Blue				

**Word Reading (WR) - Coverage in Spring Plans: Year 3/4**

<b>WR Objectives</b>	<b>Fiction 3</b>	<b>Fiction 4</b>	<b>Non-F 3</b>	<b>Non-F 4</b>	<b>Poetry 3</b>	<b>Poetry 4</b>
a) 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 that they meet	Yellow	Blue		Orange	Purple	Red
b) Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					Purple	Red

Reading: Comprehension (RC) - Coverage in Spring Plans: Year 3/4

RC Objectives	Fiction 3	Fiction 4	Non-F 3	Non-F 4	Poetry 3	Poetry 4
<b>1. Develop positive attitudes to reading and understanding of what they read by:</b>						
a) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow	Blue		Orange	Purple	
b) reading books that are structured in different ways and reading for a range of purposes				Orange		
c) using dictionaries to check the meaning of words that they have read					Purple	
d) increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		Blue				
e) identifying and discussing themes and conventions in a wide range of books	Yellow		Green			
f) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action						Red
g) discussing words and phrases that capture the reader's interest and imagination	Yellow	Blue		Orange		
h) recognising some different forms of poetry [for example, free verse, narrative poetry]						
<b>2. Understand what they read, in books they can read independently, by:</b>						
a) checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context		Blue				
b) asking questions to improve their understanding of a text				Orange		
c) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Yellow	Blue	Green			
d) predicting what might happen from details stated and implied			Green			
e) identifying main ideas drawn from more than one paragraph and summarising these	Yellow	Blue		Orange		
f) identifying how language, structure and presentation contribute to meaning				Orange		
<b>3. Retrieve and record information from non-fiction</b>						
<b>4. 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</b>						
		Blue				Red

Writing: Transcription (WT) - Coverage in Spring Plans: Year 3/4

WT Objectives	Fiction 3	Fiction 4	Non-F 3	Non-F 4	Poetry 3	Poetry 4
<b>Spelling Pupils should be taught to:</b>						
a) use further prefixes and suffixes and understand how to add them	Yellow	Blue	Green	Orange		Red
b) spell further homophones						Red
c) spell words that are often misspelt					Purple	
d) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]						
e) use the first two or three letters of a word to check its spelling in a dictionary						
f) write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far						Red
<b>Handwriting Objectives (WH)</b>						
<b>Write legibly, fluently and with increasing speed by:</b>						
a) 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	Yellow		Green	Orange		
b) 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]	Yellow		Green	Orange	Purple	

Writing: Composition (WC) - Coverage in Spring Plans: Year 3/4

WC Objectives	Fiction 3	Fiction 4	Non-F 3	Non-F 4	Poetry 3	Poetry 4
<b>Pupils should be taught to:</b>						
<b>1. Plan their writing by:</b>						
a) discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar						
b) discussing and recording ideas						
<b>2. Draft and write by:</b>						
a) composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures						
b) organising paragraphs around a theme						
c) in narratives, creating settings, characters and plot						
d) in non-narrative material, using simple organisational devices [for example, headings and sub-headings]						
<b>3. Evaluate and edit by:</b>						
a) assessing the effectiveness of their own and others' writing and suggesting improvements						
b) proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences						
<b>4. Proof-read for spelling and punctuation errors</b>						
<b>5. 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</b>						

Writing: Grammar, Vocabulary and Punctuation (GVP) - Coverage in Spring Plans: Year 3/4

GVP Objectives	Fiction 3	Fiction 4	Non-F 3	Non-F 4	Poetry 3	Poetry 4
<b>Pupils should be taught to:</b>						
<b>1. Develop their understanding of the concepts set out in Appendix 2 by:</b>						
a) extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although						
b) using the present perfect form of verbs in contrast to the past tense						
c) choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition						
d) using conjunctions, adverbs and prepositions to express time and cause						
e) using fronted adverbials						
f) learning the grammar for years 3 and 4 in English Appendix 2						
<b>2. Indicate grammatical and other features by:</b>						
a) using commas after fronted adverbials						
b) indicating possession by using the possessive apostrophe with plural nouns						
c) using and punctuating direct speech						
d) Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading						