



Spelling and handwriting practice to take place daily TEXT: The Iron Man						
National Curriculum	Week	NC – Coverage	Skills Taught	Activity outline		
Pupils should be taught to: 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in nonnarrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting 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 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.	2	Pupils will be taught to: * use fronted adverbials * use commas after fronted adverbials * progressively build a varied and rich vocabulary * organising paragraphs around a theme Plan 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) * 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	I am beginning to use fronted adverbials for where and when and use commas after them. I am beginning to use some expanded noun phrases with post modifiers. I am beginning to use paragraphs to organise my ideas when writing a setting description.	Setting Description Setting descriptions of scenes from the Iron Man story e.g. the Iron Man at the top of the cliff/body parts scattered on the beach/Hogarth's farm etc. What might the children see, hear, smell, taste and touch? Pupils to practise using fronted adverbials. For differentiation – allow pupils to reassemble parts of sentences to create fronted adverbial sentences. Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.		

VPG:		Punils will be taught to:	I am heginning to use	Instruction Writing
Pupils should be taught to: - Develop their understanding of the concepts set out in English Appendix 2 by: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * learning the grammar for years 3 and 4 in English Appendix 2 * indicate grammatical and other features by! * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech * using the correct form of a or an * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their uniting	4	Pupils will be taught to: in non-narrative material, using simple organisational devices [for example, headings and sub-headings] use conjunctions, adverbs and prepositions to express time and cause Plan 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary	I am beginning to use headings and subheadings in my writing. I can use time conjunctions when writing an instruction. I can use adverbs to express time and cause.	Instruction Writing Children to write sets of instructions based around the Iron Man book e.g. how to catch the Iron Man/how to hunt for metal etc. To study instructions and implement drama. Instructing a member of a group to complete a task in the class. Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.
Appendix 2 accurately and appropriately when discussing their writing and reading. Handwriting		to improve consistency, including the accurate use of pronouns in sentences & proof-read for spelling and punctuation errors (Read and edit session)		
 Pupils should be taught to: use diagonal and horizontal strokes and choose which joins are best ensure handwriting is consistent and legible. 	5	Pupils will be taught to: *using a wider range of conjunctions, including when, if, because, although * use the present perfect form of verbs in contrast to the past tense	I am beginning to extend my sentences using a range of conjunctions. I can use fronted adverbials	Newspaper Reports Children to report on key events from the story e.g. the Iron Man being found/the Space-Being landing etc.
Spelling - Pupils should be taught to: ♣ spell some further homophone correctly ♣ use dictionaries efficiently to correct spellings ♣ use further prefixes and suffixes and understand how to add them ♣ spell words that are often misspelt	6	apostrophe with plural nouns (and spell correctly) use fronted adverbials use commas after fronted adverbials Plan 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:	for where and when and use commas after them. I am beginning to use the possessive apostrophe correctly for plural nouns.	Speedy activity: to begin to use the present perfect form. Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.

#place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals

S&L

- Pupils should be taught to:

♣ listen and respond appropriately to adults and their peers ♣ask relevant questions to extend their understanding and knowledge \clubsuit use relevant strategies to build their vocabulary A articulate and justify answers, arguments and opinions \clubsuit 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, role play, 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.

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Evaluate and edit by:

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♣ assessing the effectiveness of their own and others' writing and suggesting 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 (Read and edit session)

Pupils will have the opportunity to:

*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 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Pupils will be taught to:

* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because § in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Plan 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures I am beginning to extend my sentences using a range of conjunctions

I am beginning to use headings and subheadings in my writing.

I am beginning to use the correct nouns/pronouns when writing to avoid repetition.

Book Review

Children to review the book that has been read and discuss any favourite books from the library. Articulate ideas and opinions verbally to a partner or group before writing. Children to be able to comment on favourite parts of the story to recall pertinent plot points.

Speedy activity: to change nouns to pronouns appropriately.

Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens

	Evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting 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 (Read and edit session)
Vocabulary:	NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women Text specific: evolve, borer, isolation, thatched, gatherer, community, Mesolithic, hand axe, spear, antler, flint

Subject English – Year 3 Autumn 2 MTP Covered once / Covered twice / Revisited / S&LY3

		Spelling and handwriting practice to take place dails	У	TEXT: Stig of the Dump
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in the in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and subneadings] Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements to proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole	1	Pupils will be taught to: use conjunctions, prepositions and adverbs to express time and cause. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although progressively build a varied and rich vocabulary Plan 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) read and their own writing, to a	I am beginning to use a wider range of conjunctions in my writing. I am beginning to use some expanded noun phrases with post modifiers. I am beginning to use a range of prepositions in my writing.	Character Description Speedy activity: to use prepositions when writing a character description. What does Stig look like/smell like? What is his personality like? What are his likes and dislikes? Encourage children to use their senses. Mind-mapping key vocabulary associated with the Stig. Use this as a learning aid when writing to support regarding differentiation. Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.

class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. VPG: Pupils should be taught to:	2	group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		
- Develop their understanding of the concepts set out in English Appendix 2 by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition usuing conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: - using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. - Pupils should be taught to: - Pupils should be taught to: - Pupils should be taught to: - Spelling	4	Pupils will be taught to: *create settings, characters and plot in a narrative * use adverbs to express time and cause. *use and punctuate direct speech Plan 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) * 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	I can write a story with settings, characters and a plot I can use adverbs to show when, how long or how often something has happened. I am beginning to use direct speech in my writing.	Narrative Writing To rewrite parts of the story that have been read to the children already. Children could also continue the story with their own writing, practising prediction skills along the way. Speedy activity: to punctuate inverted commas when using direct speech. Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.
- Pupils should be taught to: ♣spell some further homophone correctly ♣use dictionaries efficiently to correct spellings ♣use further prefixes and suffixes	5	Pupils will be taught to: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	I am beginning to use headings and subheadings in my writing.	Information Report Children to write information reports on the Stig, linking in historical associations such as homelife, diet and

and understand how to add them *spell words that are often misspelt *place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals

S&L

Pupils should be taught to:

♣ 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 wellstructured 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, role play, 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.

- use conjunctions, prepositions and adverbs to express time and cause. 6
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because Plan writing by:
 - discussing writing similar to that which they are planning to write in order to understand and earn from its structure, vocabulary and grammar
 - discussing and recording ideas Draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) 🚣 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

I can use time conjunctions in my information report.

I am beginning to use a wider range of conjunctions in my writing.

lifestyle. Additionally, this will enable pupils to practise their writing formality and awareness of genre.

Speedy activity: to use a wider range of conjunctions.

Group work: What may our report be about? Why is stumbling across the dump big news? Where was it? What did it look like? What was it made out of? Was there anyone living there? What will happen moving forward?

Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.

Pupils will be taught to:

♣using the present perfect form of verbs in contrast to the past tense

use adverbs to express time and cause

using fronted adverbials

Plan writing by:

7

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and gramma
- discussing and recording ideas

I am beginning to use the present perfect form in my writing.

I can use adverbs to show when, how long or how often something has happened.

I can use some examples of fronted adverbials in my writing.

Letter Writing

Children to write a letter to Stig about what they will be getting up to during their two week break.

Speedy activity: using the present perfect form of verbs.

Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.

Vocabulary:	Draft and write by: ★ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: ★ assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) ★ 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 NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experience, experience, experience, experiennt, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library metal mental meminte natural naughty notice occasion(ally) often opposite ordinary particular provise purpose purpose quarter question recent regular provise purpose quarter question recent regular provise.
	ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
	Text specific: evolve, borer, isolation, thatched, gatherer, community, Mesolithic, hand axe, spear, antler, flint



Subject English – Year 3 Spring 1 MTP Covered once / Covered twice / Revisited / S&LY3

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures dorsaling paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example, headings and sub-headings) Evaluate and edit by: sassessing the effectiveness of their own and others' writing and suggesting 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 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.	2	Pupils will be taught to: * use conjunctions, prepositions and adverbs to express time and cause. * progressively build a varied and rich vocabulary * use the possessive apostrophe correctly with plurals Plan 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) * 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	I can use time conjunctions when writing a recount. I am beginning to use the possessive apostrophe correctly with plurals. I can use some expanded noun phrases with post modifiers	Recount Children to rewrite one of the Greek myths they have read as a recount (from different character's points of views). This will enable pupils to practise their writing formality. Speedy activity: possessive apostrophes and plurals. Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.

<u>VPG</u> :		Pupils will be taught to:	I can write in a persuasive	Persuasive Writing
D. Challes Idda and address		extending the range of sentences with more	way.	
Pupils should be taught to:		than one clause by using a wider range of		Children to persuade Athene to turn Arachne back into a
- Develop their understanding of the concepts set out in		conjunctions, including when, if, because,	I can use a wider range of	human or persuading Persephone to be Hades' wife.
English Appendix 2 by:	3	although	conjunctions in my writing	Speedy activity: choosing suitable adverbs.
		progressively build a varied and rich		speedy delivity: enousing suitable daverses.
* extending the range of sentences with more than one clause by		vocabulary *use adverbs to express time and cause	I can use adverbs in my	Analysis of example; practise skills and use them in
using a wider range of conjunctions, including when, if, because,		Plan writing by:	writing.	context; plan ideas together and share them with
although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for		discussing writing similar to that which they		others; draft ideas using previous taught skills; proof
clarity and cohesion and to avoid repetition * using conjunctions,	4	are planning to write in order to understand and		read and edit using green editing pens with support
adverbs and prepositions to express time and cause & using	-	learn from its structure, vocabulary and grammar		from the teacher and children then write published
fronted adverbials * using commas after fronted adverbials *		discussing and recording ideas		version.
indicating possession by using the possessive apostrophe with		Draft and write by:		
plural nouns & using and punctuating direct speech		composing and rehearsing sentences orally		
		(including dialogue), progressively building a		
♣ use and understand the grammatical terminology in English		varied and rich vocabulary and an increasing		
Appendix 2 accurately and appropriately when discussing their		range of sentence structures		
writing and reading.		Evaluate and edit by:		
Hard Was		others' writing and suggesting improvements &		
Handwriting		proposing changes to grammar and vocabulary		
- Pupils should be taught to:		to improve consistency, including the accurate		
		use of pronouns in sentences & proof-read for		
♣use diagonal and horizontal strokes and choose which joins are		spelling and punctuation errors (read and edit		
best &ensure handwriting is consistent and legible.		session) ♣ read aloud their own writing, to a		
		group or the whole class, using appropriate		
Spelling		intonation and controlling the tone and volume		
		so that the meaning is clear	Languing same averagles of	Catting Description
- Pupils should be taught to:		Pupils are taught to: use fronted adverbials	I can give some examples of	Setting Description
	5	 use commas after fronted adverbials 	fronted adverbials in my	Children to write a setting description from a Greek
spell some further homophone correctly suse dictionaries		 progressively build a varied and rich 	writing and use commas after	Myth they have read e.g. the Underworld or Mount
efficiently to correct spellings & use further prefixes and suffixes		vocabulary	them.	Olympus etc.
and understand how to add them *spell words that are often		organising paragraphs around a theme	I can use some expanded	Olympus etc.
misspelt Aplace the possessive apostrophe accurately in words with regular plurals and words with irregular plurals		Plan writing by:	noun phrases with post	Speedy activity: to link grammatical names to their
with regular plurais and words with irregular plurais	6	discussing writing similar to that which they	modifiers in my writing.	definitions.
S&L		are planning to write in order to understand and	mounters in my writing.	
		learn from its structure, vocabulary and grammar		
		discussing and recording ideas		

- Pupils should be taught to: ♣ 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		Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for recalling and suggesting engages.	I am beginning to use paragraphs to organise my ideas when writing a setting description.	Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.
fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, 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.	7	spelling and punctuation errors (read and edit session) * 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 Pupils will have the opportunity to: *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 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Pupils will be taught to: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Plan writing by: * discussing writing similar to that which they are planning to write in order to understand and	I can use a wider range of conjunctions to extend my sentences. I can use headings and subheadings in my writing. I am beginning to use the correct nouns/pronouns when writing to avoid repetition.	Book Review Children to write a review on their favourite Greek Myth, their worst Greek Myth and a review of their own 'made up' Greek Myth. Children to think reflectively about which myths have captivated and the reasons why. Speedy activity: practising adverbial phrases. Children will need to ensure they keep to the same time period for their narrative but will have the opportunity to change the characters and plot. Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proofread and edit using green editing pens with support from the teacher and children then write published version.
		learn from its structure, vocabulary and grammar ♣ discussing and recording ideas Draft and write by:		

Vocabulary:	* composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) * 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 NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular
	experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite

	Spe	ling and handwriting practice to take place daily	TEXT: The Firework Maker's Daughter		
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
Composition:		Pupils are taught to:	I can use adverbs to express	Playscript	
Pupils should be taught to:	1	 using the correct form of a or an use adverbs and prepositions to express time and cause 	when, how and where something is happening.	Children to rewrite what they have read in the story so far as a playscript. Children to focus on form and stylistic	
 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, 		progressively build a varied and rich vocabulary Plan writing by:	I can use prepositions to express where something is.	presentation to ensure the playscript is comprehensible and able to be performed.	
vocabulary and grammar & discussing and recording ideas	2	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	I am beginning to use <i>a</i> and <i>an</i> correctly.	Speedy activity: to use the correct form of a and an Analysis of example; practise skills and use them in	
 Draft and write by: composing and rehearsing sentences orally (including dialogue), 		 discussing and recording ideas Draft and write by: 		context; plan ideas together and share them with others; draft ideas using previous taught skills; proof	
progressively building a varied and rich vocabulary and an increasing range of sentence structures		 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing 		read and edit using green editing pens with support from the teacher and children then write published	
plot 4 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]		range of sentence structures Evaluate and edit by:		version.	
- Evaluate and edit by:		 assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary 			
* assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of		to improve consistency, including the accurate use of pronouns in sentences & proof-read for			
pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole		spelling and punctuation errors (read and edit session) ♣ 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			

	I	Don't and to relate		Do-st.
class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		Pupils are taught to: in non-narrative material, using simple	I can write a poem using	Poetry
volume so that the meaning is clear.		organisational devices in poetry e.g. a verse, stanza and	verses and a chorus.	Children to write poems on fireworks, volcanoes and
VPG:		chorus	1	Razvani. Children to focus on different features of
	3	progressively build a varied and rich	I can use a range of	poetry across the two weeks such as: blank verse, free
Pupils should be taught to:	3	vocabulary	adventurous adjectives in my	
		Plan writing by:	poem.	verse and rhymed verse using a range of poetic devices
- Develop their understanding of the concepts set out in		discussing writing similar to that which they		e.g. adjective poetry, couplet poetry/rhyme,
English Appendix 2 by:		are planning to write in order to understand and	I can use some examples of	onomatopoeia, alliteration, similes and synonyms.
extending the range of sentences with more than one clause by		learn from its structure, vocabulary and grammar	poetic devices in my poem.	Speedy activity: suggesting improvements to vocabulary.
using a wider range of conjunctions, including when, if, because,	4	♣ discussing and recording ideas		1
although ♣ using the present perfect form of verbs in contrast to		Draft and write by:		Thinking about our learnt vocabulary techniques: 'break
the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions,		 composing and rehearsing sentences orally cincluding dialogue 		it down' and 'read around' to decode (and then
adverbs and prepositions to express time and cause . using		(including dialogue), progressively building a varied and rich vocabulary and an increasing		upgrade) unfamiliar vocabulary.
fronted adverbials * using commas after fronted adverbials *		range of sentence structures		What can be seen/smelt/heard/felt? Thinking about
indicating possession by using the possessive apostrophe with		Evaluate and edit by:		practising sensory imagery and articulation through
plural nouns ♣ using and punctuating direct speech ♣ using the		 assessing the effectiveness of their own and 		
correct form of a or an		others' writing and suggesting improvements •		writing.
		proposing changes to grammar and vocabulary		Analysis of example; practise skills and use them in
		to improve consistency, including the accurate		context; plan ideas together and share them with
use and understand the grammatical terminology in English		use of pronouns in sentences & proof-read for		others; draft ideas using previous taught skills; proof
Appendix 2 accurately and appropriately when discussing their		spelling and punctuation errors (read and edit		
writing and reading.		session) ♣ read aloud their own writing, to a		read and edit using green editing pens with support
Handwriting		group or the whole class, using appropriate		from the teacher and children then write published
- Indiameters		intonation and controlling the tone and volume		version.
- Pupils should be taught to:		so that the meaning is clear		
		Pupils are taught to:	I can write a story with	Narrative Writing
♣use diagonal and horizontal strokes and choose which joins are	_	*create settings, characters and plot in a	settings, characters and a plot	
best ♣ensure handwriting is consistent and legible.	5	narrative		Children to rewrite what has happened so far in the
		use adverbs to express time and cause. use and punctuate direct speech	I can use examples of adverbs	story using setting, characters and a plot.
Spelling		*use and punctuate direct speech Plan writing by:	to show when, how long or	
		discussing writing similar to that which they	how often something has	Speedy activity: punctuating direct speech correctly.
- Pupils should be taught to:		are planning to write in order to understand and	happened.	Analysis of example; practise skills and use them in
	6	learn from its structure, vocabulary and grammar		
♣ spell some further homophone correctly ♣ use dictionaries		♣ discussing and recording ideas	I am beginning to use direct	context; plan ideas together and share them with
efficiently to correct spellings &use further prefixes and suffixes		Draft and write by:	speech correctly in my story	others; draft ideas using previous taught skills; proof
and understand how to add them spell words that are often		composing and rehearsing sentences orally	writing.	read and edit using green editing pens with support
		(including dialogue), progressively building a		

and a supply to the supply to		united and rich construing and an insured		from the teacher and children them units multiple and
misspelt *place the possessive apostrophe accurately in words		varied and rich vocabulary and an increasing		from the teacher and children then write published
with regular plurals and words with irregular plurals		range of sentence structures		version.
COL		Evaluate and edit by:		
<u>S&L</u>		assessing the effectiveness of their own and		
- Pupils should be taught to:		others' writing and suggesting improvements *		
- rupiis siloulu be taugiit to.		proposing changes to grammar and vocabulary		
♣ listen and respond appropriately to adults and their peers ♣ask		to improve consistency, including the accurate		
relevant questions to extend their understanding and knowledge		use of pronouns in sentences & proof-read for		
suse relevant strategies to build their vocabulary articulate		spelling and punctuation errors (read and edit		
and justify answers, arguments and opinions & give well-		session) ♣ read aloud their own writing, to a		
structured descriptions, explanations and narratives for different		group or the whole class, using appropriate		
purposes, including for expressing feelings * maintain attention		intonation and controlling the tone and volume		
and participate actively in collaborative conversations, staying on		so that the meaning is clear		
topic and initiating and responding to comments . use spoken		Pupils will have the opportunity to:	I can use headings and	Information Report
language to develop understanding through speculating,		♣listen and respond appropriately to adults and	subheadings in my writing.	
hypothesising, imagining and exploring ideas & speak audibly and		their peers & ask relevant questions to extend		Children to write an information report on what they
fluently with an increasing command of Standard English &		their understanding and knowledge & use	I am able to use a and an	have learnt this term about volcanoes. This will link with
participate in discussions, presentations, performances, role play,		relevant strategies to build their vocabulary	correctly.	present Geography knowledge and will allow children to
improvisations and debates & gain, maintain and monitor the	7	maintain attention and participate actively in		practise summarising skills and careful selection of
interest of the listener(s) & consider and evaluate different	,	collaborative conversations, staying on topic and	I can use a wider range of	language.
viewpoints, attending to and building on the contributions of		initiating and responding to comments	conjunctions in my writing.	
others & select and use appropriate registers for effective				Speedy activity: to identify and use prepositions.
communication.		Pupils will be taught to:		
		in non-narrative material, using simple		Analysis of example; practise skills and use them in
		organisational devices [for example, headings		context; plan ideas together and share them with
		and sub-headings]		others; draft ideas using previous taught skills; proof
		using the correct form of a or an		read and edit using green editing pens with support
		extending the range of sentences with more		from the teacher and children then write published
		than one clause by using a wider range of		version.
		conjunctions, including when, if, because		VCISIOII.
		Plan 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		
		(including dialogue), progressively building a		

	varied and rich vocabulary and an increasing			
	range of sentence structures			
	Evaluate and edit by:			
	 assessing the effectiveness of their own and 			
	others' writing and suggesting 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 (read and edit			
	session) * 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			
Vocabulary:	NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, bre	oatho build busy/business calendar caught centre		
Vocabulary.	century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise,			
	experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine,			
	increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular			
	reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought various weight			
	woman/women			
	Text specific: betrayed, ruler, tactician, friend, mastermind, reckless, vain, ambitious, power-hungry, mischievous, dictator, callous, assassinated, noble,			
	visionary, leader, fearless, poison, deadly, female, inspired, courageous, untamed, avenge, warrior, enraged, intelligent, govern, rebel, politician,			
	advocate, adulterer, resourceful, conventional, servant, traitor, pragmatic, suicide, affair, allegiance	e, well-trained, obedient, ruthless.		



Subject English – Year 3 Summer 1 MTP Covered once / Covered twice / Revisited / S&LY3

Spelling and handwriting practice to take place daily TEXT: The Borrowers				
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and	Week 1	Pupils are taught to: *use the present perfect form of verbs in contrast to the past tense * extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * use fronted adverbials Plan 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary	Skills Taught I can use the present perfect form of verbs in my writing. I can use some examples of fronted adverbials in my writing. I am beginning to use a wider range of conjunctions in my writing. I can use appropriate address and tone when writing.	Informal Letter Writing Children to write letters to the Borrowers finding out how they live and explaining a bit about their lives. Children then to write responses back as though they are the Borrowers. This will enable pupils to envisage what the Borrowers may be like and their lexical idiosyncrasies (the uniqueness of their language). Speedy activity: identifying and using the present perfect form of verbs. Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version
vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * 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.		to improve consistency, including the accurate use of pronouns in sentences & proof-read for spelling and punctuation errors (read and edit session) & 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		

VPG:		Pupils are taught to:	I am beginning to use the	Character Description
		*place the possessive apostrophe accurately in	possessive apostrophe	
Pupils should be taught to:		words with regular plurals and words with	accurately with plurals.	Children to describe the different characters in the
- Develop their understanding of the concepts set out in		irregular plurals	accurately with plurais.	Borrowers. Mind-mapping ideas and vocabulary as a
English Appendix 2 by:	3	progressively build a varied and rich	I can organise my ideas into	class which can then be used as a learning aid during
		vocabulary	paragraphs when writing	writing.
extending the range of sentences with more than one clause by		organising paragraphs around a theme	character descriptions.	
using a wider range of conjunctions, including when, if, because, although & using the present perfect form of verbs in contrast to		Plan writing by:	·	Speedy activity – possessive apostrophe with plurals e.g.
the past tense & choosing nouns or pronouns appropriately for		discussing writing similar to that which they	I can use wider range of	The Borrowers' clothes/humans' homes/the
clarity and cohesion and to avoid repetition * using conjunctions,	_	are planning to write in order to understand and learn from its structure, vocabulary and grammar	adventurous adjectives when	Borrowers' families
adverbs and prepositions to express time and cause * using	4	 discussing and recording ideas 	writing a character	Analysis of example; practise skills and use them in
fronted adverbials & using commas after fronted adverbials &		Draft and write by:	description.	
indicating possession by using the possessive apostrophe with		 composing and rehearsing sentences orally 		context; plan ideas together and share them with
plural nouns ♣ using and punctuating direct speech ♣ using the		(including dialogue), progressively building a		others; draft ideas using previous taught skills;
correct form of a or an		varied and rich vocabulary and an increasing		proofread and edit using green editing pens with
		range of sentence structures		support from the teacher and children then write
♣ use and understand the grammatical terminology in English		Evaluate and edit by:		published version
Appendix 2 accurately and appropriately when discussing their		assessing the effectiveness of their own and		
writing and reading.		others' writing and suggesting improvements &		
		proposing changes to grammar and vocabulary		
Handwriting		to improve consistency, including the accurate		
		use of pronouns in sentences & proof-read for		
- Pupils should be taught to:		spelling and punctuation errors (read and edit		
• P I had been a state of the state		session) * read aloud their own writing, to a group or the whole class, using appropriate		
use diagonal and horizontal strokes and choose which joins are		intonation and controlling the tone and volume		
best sensure handwriting is consistent and legible.		so that the meaning is clear		
		Pupils are taught to:	I am beginning to use	Information Report
Spelling		♣ using the correct form of a or an		
- Punils should be taught to:	5	in non-narrative material, using simple		Children to write about different cities around the world
r apris stroute be taught to.		organisational devices [for example, headings	,,	(linked to the termly topic Urban Pioneers). This will
♣ spell some further homophone correctly ♣use dictionaries		and sub-headings]	I can use 'a' and 'an' correctly	encourage children to use relevant geographical
		extend the range of sentences with more than	in my writing.	1
		one clause by using a wider range of conjunctions,	, 5	'
	6	including when, if, because, although	I am beginning to use a wider	Speedy activity – using the correct form of 'a' and 'an'
with regular plurals and words with irregular plurals		Plan writing by:	range of conjunctions in my	-
		discussing writing similar to that which they	• •	Analysis of example; practise skills and use them in
		are planning to write in order to understand and	5	context; plan ideas together and share them with
- Pupils should be taught to: ♣ spell some further homophone correctly ♣ use dictionaries efficiently to correct spellings ♣ use further prefixes and suffixes and understand how to add them ♣ spell words that are often misspelt ♣ place the possessive apostrophe accurately in words		 in non-narrative material, using simple organisational devices [for example, headings and sub-headings] extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Plan writing by: discussing writing similar to that which they 	in my writing. I am beginning to use a wider	(linked to the termly topic Urban Pioneers). This will encourage children to use relevant geographical vocabulary. Speedy activity – using the correct form of 'a' and 'an' Analysis of example; practise skills and use them in

- Pupils should be taught to: * 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, role play, 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	learn from its structure, vocabulary and grammar ♣ discussing and recording ideas Draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) ♣ 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			
communication.	HALF TERM			
Vocabulary:	NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women			
	Text specific: glistening, hooligan, repulsive, vowed, tremendous, whirring, shrivelled, absurd, colossal, glisten, spree, frantic, scrumptious, ferocious, trample, mob, racket, cram, stiletto, beckon, sly, rummage, hoard, peal, gale, vital, ravenous, trudge, hardship, wealthy, incidentally, vaguely, luscious, sheer, envious, dervish, overcome, conduct, procession.			
	See more: https://www.vocabulary.com/lists/6069182			

Spelling and handwriting practice to take place daily TEXT: The Sheep Pig				
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition:		Pupils are taught to:	I can rewrite a story with	Narrative Writing
Pupils should be taught to:	1	in narratives, create settings, characters and plot	settings, characters and plot.	Children to rewrite the story they have read so far from
- Plan their writing by:		* using conjunctions, adverbs and prepositions	I can use examples of time conjunctions, adverbs and	the different characters' point of view. This will enable children to practise their recounting skills and how well
A discussing writing similar to that which they are planning to		to express time and cause use and punctuate direct speech correctly	prepositions to express where	they can carefully select pertinent information from a
write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	•	Plan writing by: discussing writing similar to that which they	and when.	set text.
- Draft and write by:	2	are planning to write in order to understand and learn from its structure, vocabulary and grammar	I can use and punctuate direct speech mostly	Speedy activity: recognising time conjunctions, prepositions and adverbs
♣ composing and rehearsing sentences orally (including dialogue),		discussing and recording ideas Draft and write by:	correctly.	Analysis of example; practise skills and use them in
progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs		composing and rehearsing sentences orally		context; plan ideas together and share them with others; draft ideas using previous taught skills; proof
around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational		(including dialogue), progressively building a varied and rich vocabulary and an increasing		read and edit using green editing pens with support
devices [for example, headings and sub-headings]		range of sentence structures Evaluate and edit by:		from the teacher and children then write published version
- Evaluate and edit by:		assessing the effectiveness of their own and others' writing and suggesting improvements		
assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and		proposing changes to grammar and vocabulary to improve consistency, including the accurate		
vocabulary to improve consistency, including the accurate use of		use of pronouns in sentences & proof-read for spelling and punctuation errors (read and edit		
pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole		session) ♣ 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		

			T	,
class, using appropriate intonation and controlling the tone and		Pupils are taught to:	I can use features of a formal	Formal Letter Writing
volume so that the meaning is clear.		extending the range of sentences with more	letter.	
		than one clause by using a wider range of		
VPG:		conjunctions, including when, if, because,	I can use a wider range of	Children to write a formal letter to a range of different
Pupils should be taught to:	3	although	conjunctions when writing a	recipients about a range of different issues linked to
Tapin should be taught to.		♣indicating possession by using the possessive	formal letter.	'The Sheep Pig' and the termly topic 'Predators'.
- Develop their understanding of the concepts set out in		apostrophe with plural nouns		The sheep rig and the termiy topic Predators.
English Appendix 2 by:		 progressively building a varied and rich 	I can correctly use the	Speedy activity: correctly punctuating the possessive
• The state of the			possessive apostrophe with	apostrophe with plural nouns.
 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, 		vocabulary and an increasing range of sentence	plural nouns.	apostropine man pranar nouns.
although & using the present perfect form of verbs in contrast to	4	structures	practice and	Analysis of example; practise skills and use them in
the past tense & choosing nouns or pronouns appropriately for		Plan writing by:	I can use appropriate tone	context; plan ideas together and share them with
clarity and cohesion and to avoid repetition & using conjunctions,		discussing writing similar to that which they	within written	others; draft ideas using previous taught skills; proof
adverbs and prepositions to express time and cause . using		are planning to write in order to understand and	communication.	read and edit using green editing pens with support
fronted adverbials & using commas after fronted adverbials &		learn from its structure, vocabulary and grammar	communication.	from the teacher and children then write published
indicating possession by using the possessive apostrophe with		discussing and recording ideas		· ·
plural nouns * using and punctuating direct speech * using the		Draft and write by:		version
correct form of a or an		 composing and rehearsing sentences orally (including dialogue), progressively building a 		
		varied and rich vocabulary and an increasing		
♣ use and understand the grammatical terminology in English		range of sentence structures		
Appendix 2 accurately and appropriately when discussing their		Evaluate and edit by:		
writing and reading.		 assessing the effectiveness of their own and 		
		others' writing and suggesting improvements •		
<u>Handwriting</u>		proposing changes to grammar and vocabulary		
		to improve consistency, including the accurate		
- Pupils should be taught to:		use of pronouns in sentences & proof-read for		
		spelling and punctuation errors (read and edit		
♣use diagonal and horizontal strokes and choose which joins are		session) * read aloud their own writing, to a		
best ♣ensure handwriting is consistent and legible.		group or the whole class, using appropriate		
		intonation and controlling the tone and volume		
Spelling		so that the meaning is clear		
		Pupils are taught to:	I can use a and an correctly.	<u>Diary Entry</u>
- <u>Pupils should be taught to:</u>		using the correct form of a or an		
	5	using conjunctions, adverbs and prepositions	I can use a range of	Children to write a diary entry as though they are one of
spell some further homophone correctly suse dictionaries		to express time and cause	conjunctions, adverbs and	the characters in the story. Encouraging children to
efficiently to correct spellings &use further prefixes and suffixes				

and understand how to add them *spell words that are often		using fronted adverbials	prepositions to express	practise their character embodiment skills (what
misspelt *place the possessive apostrophe accurately in words		Plan writing by:	where, when and how.	characters may be feeling or how they may write).
with regular plurals and words with irregular plurals	6	discussing writing similar to that which they		
		are planning to write in order to understand and	I can use fronted adverbials.	Speedy activity: recognising time conjunctions,
<u>S&L</u>		learn from its structure, vocabulary and grammar		prepositions and adverbs.
		discussing and recording ideas		prepositions and deverso.
- <u>Pupils should be taught to:</u>		Draft and write by:		Analysis of example; practise skills and use them in
a Paramatan and a second and a second at the		 composing and rehearsing sentences orally 		context; plan ideas together and share them with
♣ listen and respond appropriately to adults and their peers ♣ask		(including dialogue), progressively building a		others; draft ideas using previous taught skills; proof
relevant questions to extend their understanding and knowledge		varied and rich vocabulary and an increasing		
♣use relevant strategies to build their vocabulary ♣ articulate		range of sentence structures		read and edit using green editing pens with support
and justify answers, arguments and opinions & give well-		Evaluate and edit by:		from the teacher and children then write published
structured descriptions, explanations and narratives for different		 assessing the effectiveness of their own and 		version
purposes, including for expressing feelings * maintain attention		others' writing and suggesting improvements .		
and participate actively in collaborative conversations, staying on		proposing changes to grammar and vocabulary		
topic and initiating and responding to comments * use spoken		to improve consistency, including the accurate		
language to develop understanding through speculating,		use of pronouns in sentences & proof-read for		
hypothesising, imagining and exploring ideas & speak audibly and		spelling and punctuation errors (read and edit		
fluently with an increasing command of Standard English .		session) * read aloud their own writing, to a		
participate in discussions, presentations, performances, role play,		group or the whole class, using appropriate		
improvisations and debates & gain, maintain and monitor the		intonation and controlling the tone and volume		
interest of the listener(s) * consider and evaluate different		so that the meaning is clear		
viewpoints, attending to and building on the contributions of		Pupils are taught to:	I can organise my writing into	Setting Description
others & select and use appropriate registers for effective		♣ use fronted adverbials	, ,	Setting Description
communication.		 use commas after fronted adverbials 	paragraphs.	Children to write a setting description of different places
		 progressively build a varied and rich 	Lagrance francisco de diverbiole	
		vocabulary	I can use fronted adverbials	that predators can be found e.g. sharks under the sea,
		The state of the s	when writing a setting	tigers in the jungle and lions in the savannah etc. (linking
	7	organising paragraphs around a theme Plan writing by:	description.	to the termly topic 'Predators')
	,	discussing writing similar to that which they		
			I can use more adventurous	Speedy activity: recognising fronted adverbials and
		are planning to write in order to understand and learn from its structure, vocabulary and grammar	adjectives and adverbs when	punctuating them correctly with a comma.
			writing.	
		discussing and recording ideas Draft and write by:		Analysis of example; practise skills and use them in
		,		context; plan ideas together and share them with
		composing and rehearsing sentences orally		others; draft ideas using previous taught skills; proof
		(including dialogue), progressively building a		read and edit using green editing pens with support
		varied and rich vocabulary and an increasing		
		range of sentence structures		from the teacher and children then write published
		Evaluate and edit by:		version

	* assessing the effectiveness of their own and others' writing and suggesting 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 (read and edit session) * 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			
Vocabulary:	NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise,			
	experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine,			
	increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite			
	ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular			
	reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight			
	woman/women			