

Key Stage 2 English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 and 4					
Handwriting					
<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>☐ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>					
Grammar Punctuation and Spelling					
<p>☐ learning the grammar for years 3 and 4 in English Appendix 2</p> <p>☐ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>					
<p>☐ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>☐ using conjunctions, adverbs and prepositions to express time and cause</p> <p>☐ using the present perfect form of verbs in contrast to the past tense</p> <p>Difference between non-standard and standard English</p>	<p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>☐ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>☐ indicating possession by using the possessive apostrophe with plural nouns</p>	<p>☐ using fronted adverbials using commas after fronted adverbials</p>	<p>☐ using and punctuating direct speech</p>
Writing					
<p>Pupils should be taught to:</p> <p>☐ plan their writing by:</p> <p>☐ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>					

<p>                     ? 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                      (English Appendix 2)                      ? organising paragraphs around a theme                      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                      ?                 </p>					
<p> <b>Fiction</b>                      in narratives, creating settings, characters and plot                 </p>	<p> <b>Non-fiction</b>                      in non-narrative material, using simple organisational devices [for example, headings and sub-headings]                 </p>	<p> <b>Non-fiction</b>                      writing about real events – recounts                       writing for different purposes – to persuade / to inform / to explain                 </p>	<p> <b>Fiction</b>                      in narratives, creating settings, characters and plot                 </p>	<p> <b>Poetry</b>                      writing poetry                 </p>	<p> <b>Playscripts</b>                      read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.                 </p>
<p> <b>Reading</b>                       apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet                      ? read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.                      develop positive attitudes to reading and understanding of what they read by:                      ? listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks                      understand what they read, in books they can read independently, by:                      ? asking questions to improve their understanding of a text                      ? predicting what might happen from details stated and implied                      ?                 </p>					

Humshaugh First School LTP English (some text types may be taught in a different order to that shown depending on the topic of study)

<p>☐ identifying how language, structure, and presentation contribute to meaning</p> <p>☐ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
Fiction	Reference / text books	Non-fiction	Fiction	Poetry	Plays
<p>☐ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>☐ identifying themes and conventions in a wide range of books</p> <p>☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>☐ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>☐ identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>☐ reading books that are structured in different ways and reading for a range of purposes</p> <p>☐ using dictionaries to check the meaning of words that they have read</p> <p>☐ retrieve and record information from non-fiction</p>	<p>☐ reading books that are structured in different ways and reading for a range of purposes</p> <p>☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>☐ identifying main ideas drawn from more than one paragraph and summarising these</p> <p>☐ retrieve and record information from non-fiction</p>	<p>☐ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>☐ identifying themes and conventions in a wide range of books</p> <p>☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>☐ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>☐ identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>☐ identifying themes and conventions in a wide range of books</p> <p>☐ preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>☐ discussing words and phrases that capture the reader's interest and imagination</p> <p>☐ recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>☐ reading books that are structured in different ways and reading for a range of purposes</p> <p>☐ preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>☐ discussing words and phrases that capture the reader's interest and imagination</p>