







	Word Reading	Reading- Comprehension	Writing- transcription	Handwriting	Writing- composition	Writing-Vocab, grammar, punc
Y3/4	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Develop positive attitudes to reading and understanding of what they read by: 	Use further prefixes and suffixes to understand how to add them (Appendix 1)	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	<i>Plan their writing by:</i> Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas	Develop their understanding of the concepts set out in Appendix 2 by: 
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Spell further homophones	Increase the legibility, consistency and quality of their handwriting eg by ensuring downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and	<i>Draft and write by:</i> 	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although

				descenders of letters do not touch		
		Reading books that are structured in different ways and reading for a range of purposes	Spell words that are often misspelt (Appendix 1)		Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Using the present perfect form of verbs in contrast to the past tense
		Using dictionaries to check the meaning of words that they have read	Place the possessive apostrophe accurately in words with regular plurals eg girls', boys' and in words with irregular plurals eg. children's		Organising paragraphs round a theme	Choosing nouns pr pronouns appropriately for clarity and cohesion and to avoid repetition
		Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Use the first two/three letters of a word to check spelling in a dictionary		In narratives, create settings, characters and plot	Using conjunction, adverbs and prepositions to express time and cause
		Identifying themes and conventions in a wide range of books	Write from memory simple sentences, dictated by the		In non-narrative material, using simple	Using fronted adverbials

			teacher, that includes words and punctuation taught so far		organisational devices eg headings and sub-headings	
		Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			Evaluate and extend by: 	Learning the grammar for Y3 and Y4 in Appendix 2
		Discussing words and phrases that capture the reader's interest and imagination			Assessing the effectiveness of their own and others' writing and suggesting improvements	Indicate grammatical and other features by: 
		Recognising some different forms of poetry eg free verse, narrative poetry			Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Using commas after fronted adverbials

		<p>Understand what they read, in books they read independently by:</p> 			<p>Proof-read for spelling and punctuation errors</p>	<p>Indicating possession by using the possessive apostrophe with plural nouns</p>
		<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>			<p>Read aloud their writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear</p>	<p>Using and punctuating direct speech</p>
		<p>Asking questions to improve their understanding of the text</p>				<p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading</p>
		<p>Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>				

		Predicting what might happen from detail stated and implied				
		Identifying main ideas drawn from more than one paragraph and summarising these				
		Identifying how language, structure and presentation contribute to meaning				
		Retrieve and record information from non-fiction				
		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				