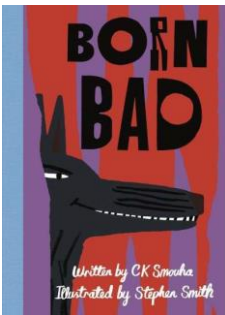
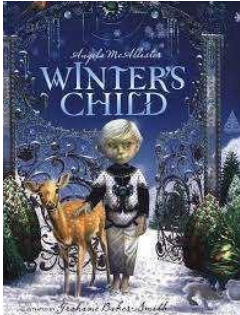
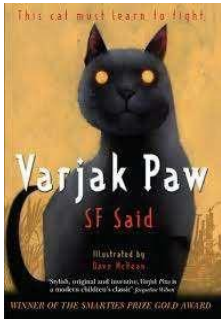
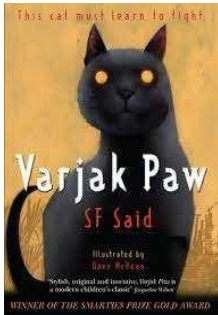
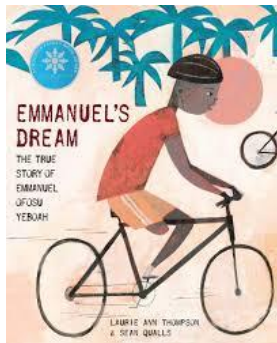
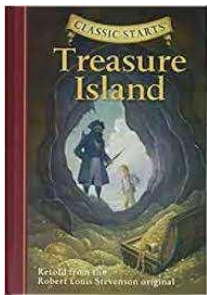
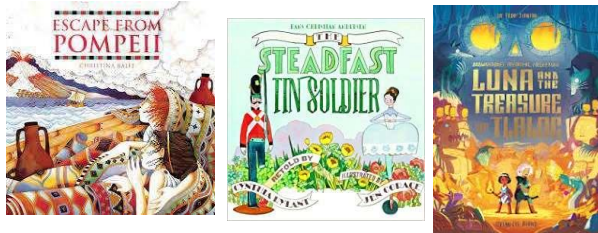


Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objectives: To summarise main ideas To make inferences To form predictions	To summarise main ideas To make inferences To form predictions	To make inferences To form predictions	To explain the meanings of words in context To make inferences To form predictions To identify how language, structure, and presentation contribute to meaning	To explain how meaning is enhanced through choice of words and phrases To summarise main ideas To make inferences To form predictions	To explain the meanings of words in context To make inferences	To summarise main ideas To make inferences by using evidence to explain/justify To form predictions Identify and explain how meaning is enhanced through choice of words and phrases
Core texts						

Whole class guided reading						
	Writing	Non-chronological report Monologue Character description	Monologue Poem Setting description Narrative	Fact file Diary entry Newspaper report	Poem Setting description Narrative	Diary entry Character description Poem Recount

GPS	Adjectives Verbs Nouns Full stops Capital letters for proper nouns Formation of nouns using prefixes Homophones and near-homophones	Conjunctions Prepositions Possessive apostrophes Paragraphs Spell using phonic knowledge and other knowledge of spelling, such as morphology and etymology	Inverted commas (or 'speech marks') Noun phrases Use of a or an Adding suffixes beginning with vowel letters to words of more than one syllable Endings like –tion -sion -ssion -cian The suffix –ous	Present tense Past tense Headings and sub-headings Year 3 / 4 spelling list The /I/ sound spelt y elsewhere than at the end of words sc for the s sound	Adverbs Commas for a list Word families based on common words The /Λ/ sound spelt ou The suffix –ation ch for the k sound ch for the sh sound	Conjunctions subordinate clause Commas The suffix –ly Words with endings -ture -sure -cher Endings which sound -tion -sion Words with the sound spelt ei, eigh, or ey
Hand writing	Pupils are taught to 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. They are taught to 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]. Pupils are encouraged to join handwriting throughout their independent writing. Handwriting is taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This supports their composition and spelling.					