**YEAR 3 AND YEAR 4 LITERACY NATIONAL CURRICULUM OBJECTIVES**

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| **Week 1** | **RECOUNTS: NEWSPAPER REPORTS** |
| **Reading and Writing**  |
| **YEAR 3/4****National curriculum objectives** | **Reading**Pupils should be taught to:* apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
* listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume

**Writing**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

**Spoken Language*** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
* Participate in discussions, presentations, performances, roleplay/improvisations and debates
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| **Punctuation/Language** | **Grammar** |
| Use and punctuate direct speech | Time fronted adverbials |

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| **Week 2** | **POETRY: LOVE** |
| **Reading and Writing**  |
| **YEAR 3/4****National curriculum objectives** | **Reading**Pupils should be taught to:* apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
* listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* discuss words and phrases that capture the reader’s interest and imagination

**Writing**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 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

**Spoken Language*** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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| **Punctuation/Language** | **Grammar** |
| Similes and Metaphors | Nouns, verbs and adjectives |

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| **Week 3** | **INTERNAL MONOLOGUE** |
| **Reading and Writing**  |
| **YEAR 3/4****National curriculum objectives** | **Reading**Pupils should be maintain positive attitudes to reading and an understanding of what they read by:* listening to and reading and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume and action.
* apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
* discussing words and phrases that capture the reader’s imagination

**Writing**Pupils should be taught to plan their writing:* composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
* Proofread for spelling and punctuation errors
* 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
* Assess the effectiveness of their own and others’ writing and suggesting improvements

**Spoken Language*** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
* Participate in discussions, presentations, performances, roleplay/improvisations and debates
* Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
 |
| **Punctuation/Language** | **Grammar** |
| Using and applying a range of punctuation in sentences | Use the present perfect form of verbs in contrast to the past tense |

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| **Week 4** | **DEBATE: SHOULD YOU OBEY YOUR PARENTS ?** |
| **Reading and Writing**  |
| **YEAR 3/4****National curriculum objectives** | **Reading**Pupils should develop positive attitudes to reading and an understanding of what they read by:* listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* increasing their familiarity with a wide range of books
* identifying how language, structure and presentation contribute to meaning

Pupils should understand what they have read by:* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Pupils should be taught to:* 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.

**Writing**Pupils should be taught to plan their writing:* 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

Pupils should be taught to draft and write by:* composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
* organising paragraphs around a theme

**Spoken Language*** articulate and justify answers, arguments and opinions
* participate in discussions, presentations, performances, roleplay/improvisations and debates
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| **Punctuation/Language** | **Grammar** |
| Possessive apostrophes | Causal conjunctions  |

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| **Week 5** | **PERSUASTION: LETTER WRITING IN ROLE** |
| **Reading and Writing**  |
| **YEAR 3/4****National curriculum objectives** | **Reading**Pupils should maintain positive attitudes to reading and an understanding of what they read by:* listening to and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* increasing their familiarity with a wide range of books
* checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* identifying how language, structure and presentation contribute to meaning
* participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say

**Writing**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

Pupils should be taught to draft and write by:* composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
* organising paragraphs around a theme

**Spoken Language*** articulate and justify answers, arguments and opinions
* participate in discussions, presentations, performances, roleplay/improvisations and debates
 |
| **Punctuation/Language** | **Grammar** |
| Question marks | Subordinating conjunctions |

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|  | **Punctuation/Language** | **Grammar** |
| **YEAR 5/6** | Use commas to clarify meaning or avoid ambiguity in writing | Use passive verbs to affect the presentation of information in a sentence |

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|  | **Punctuation/Language** | **Grammar** |
| **YEAR 5/6** | Similes and Metaphors | Verbs and Adjectives |

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|  | **Punctuation/Language** | **Grammar** |
| **YEAR 5/6** | Using and applying a range of punctuation in a passage | Identifying the present perfect and past perfect form of verbs |

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|  | **Punctuation/Language** | **Grammar** |
| **YEAR 5/6** | Possessive apostrophes  | Modal verbs  |

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|  | **Punctuation/Language** | **Grammar** |
| **YEAR 5/6** | Rhetorical questions and Question Marks | Subordinating conjunctions |