**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 | |
| **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. | |
| **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 | |
| **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 |