

### Spoken language – Coverage in Autumn plans: Year 3/4

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
Listen and respond appropriately to adults and their peers						
Ask relevant questions to extend their understanding and knowledge						
Use relevant strategies to build their vocabulary						
Articulate and justify answers, arguments and opinions						
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings						
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments						
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas						
Speak audibly and fluently with an increasing command of Standard English						
Participate in discussions, presentations, performances, role play, improvisations and debates						
Gain, maintain and monitor the interest of the listener(s)						
Consider and evaluate different viewpoints, attending to and building on the contributions of others						
Select and use appropriate registers for effective communication						

### Word Reading – Coverage in Autumn plans: Year 3/4

Objective	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet						
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word						

**Reading: Comprehension – Coverage in Autumn plans: Year 3/4**

<b>Objective</b>	<b>Fiction 1B</b>	<b>Fiction 2B</b>	<b>Non-F 1B</b>	<b>Non-F 2B</b>	<b>Poetry 1B</b>	<b>Poetry 2B</b>
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						
reading books that are structured in different ways and reading for a range of purposes						
using dictionaries to check the meaning of words that they have read						
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally						
identifying and discussing themes and conventions in a wide range of books						
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action						
discussing words and phrases that capture the reader’s interest and imagination						
recognising some different forms of poetry [for example, free verse, narrative poetry]						
checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context						
asking questions to improve their understanding of a text						
drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence						
predicting what might happen from details 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						

**Writing: Transcription – Coverage in Autumn plans: Year 3/4**

<b>Objective</b>	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
use further prefixes and suffixes and understand how to add them						
spell further homophones						
spell words that are often misspelt						
place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]						
use the first two or three letters of a word to check its spelling in a dictionary						
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far						
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						
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]						

**Writing: Composition – Coverage in Autumn plans: Year 3/4**

<b>Objective</b>	Fiction 1B	Fiction 2B	Non-F 1B	Non-F 2B	Poetry 1B	Poetry 2B
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						
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						
in narratives, creating settings, characters and plot						
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]						
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						
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						

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn plans: Year 3/4**

<b>Objective</b>	<b>Fiction 1B</b>	<b>Fiction 2B</b>	<b>Non-F 1B</b>	<b>Non-F 2B</b>	<b>Poetry 1B</b>	<b>Poetry 2B</b>
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although						
using the present perfect form of verbs in contrast to the past tense						
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition						
using conjunctions, adverbs and prepositions to express time and cause						
using fronted adverbials						
learning the grammar for years 3 and 4 in English Appendix 2						
using commas after fronted adverbials						
indicating possession by using the possessive apostrophe with plural nouns						
using and punctuating direct speech						
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading						