

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum 2014 Objectives							
Word Reading	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 they meet	✓	✓	✓	✓	✓	✓
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	✓	✓	✓	✓	✓	✓
Reading Comprehension	<b>Develop positive attitudes to reading and understanding of what they read by:</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 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]						
	<b>Understand what they read, in books they can read independently, by:</b>						
	- Checking that the text makes sense to them, discussing their understanding and explaining 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			✓		✓		
<b>Retrieve and record information from non-fiction</b>							
<b>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</b>	✓			✓	✓	✓	
Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	✓	✓		✓	✓	✓
	Spell further homophones		✓				
	Spell words that are often misspelt (English Appendix 1)	✓		✓	✓		✓
	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		✓	✓			
Grammar Year 3	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]						
	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rack, an open box]			✓		✓	
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	✓					✓
	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	✓	✓	✓	✓	✓	✓
	Introduction to paragraphs as a way to group related material		✓		✓	✓	✓
	Headings and sub-headings to aid presentation			✓			✓
	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	✓					✓
	Introduction to inverted commas to punctuate direct speech				✓	✓	✓
	The grammatical difference between plural and possessive -s				✓		
	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]						
Grammar Year 4	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)		✓	✓	✓	✓	
	Fronted adverbials [for example, Later that day, I heard the bad news.]	✓	✓	✓	✓	✓	✓
	Use of paragraphs to organise ideas around a theme			✓	✓		
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	✓	✓	✓	✓	✓	✓
	Use of inverted commas and other punctuation to indicate direct speech		✓			✓	✓
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]					✓	
	Use of commas after fronted adverbials	✓	✓	✓	✓	✓	✓



