



Year 3 & 4, Year 3, Year 4

Reading

Writing

Word Reading

Decoding:
 *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

Comprehension

Range of Reading:
 *Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 *Read books that are structured in different ways and read for a range of purposes

Familiarity with texts:
 *Identify and discuss themes and conventions in a wide range of writing
 *Read an increasingly wide range of books, including fairy stories, myths and legends, and retell some of these orally
 *Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
 *Identify and discuss themes and conventions in and across a wide range of writing

Poetry and Performance:
 *Recognise some different forms of poetry, (e.g. free verse, narrative poetry)
 *Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Word meanings:
 *Use dictionaries to check the meaning of words that they have read

Understanding:
 *Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 *Ask questions to improve their understanding
 *Identify main ideas drawn from more than one paragraph and summarise these
 *Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Inference:
 *Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence

Prediction:
 *Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied

Authorial Intent:
 *Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination
 *Identify how language, structure and presentation contribute to meaning
 *Discuss words and phrases that capture the reader's interest and imagination

Non-Fiction:

Writing Transcription

Phonic and whole word spelling:
 *Spell further homophones
 *Spell words that are often misspelt (English Appendix 1)

Other word building spelling:
 *Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's
 *Use further prefixes and understand how to add them (English Appendix 1)
 *Use further suffixes and understand how to add them (English Appendix 1)
 *Use the first two or three letters of a word to check its spelling in a dictionary

Transcription:
 *Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting:
 *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: e.g. 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

Contexts for 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.

Planning and Drafting Writing:
 *Plan their writing by discussing and recording ideas
 *Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 *Organise paragraphs around a theme
 *In narratives, create settings, characters and plot
 *In non-narrative material, use simple organisational devices: e.g. headings and sub-headings

Editing Writing:
 *Assess the effectiveness of their own and others' writing and suggest improvements
 *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 *Proof-read for spelling and punctuation errors

Performing Writing:
 * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

*Retrieve and record information from non-fiction

Discussing Reading:

*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 - Vocabulary, Grammar and Punctuation

Vocabulary:

*Form nouns using prefixes (super-, anti-)

*Word families based on common words (solve, solution, dissolve, insoluble)

Grammar:

* Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

* Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

*Use conjunctions, adverbs and prepositions to express time and cause

*Use the present perfect form of verbs in contrast to the past tense

*Use the correct form of 'a' or 'an' according to whether the next word begins with a consonant or vowel

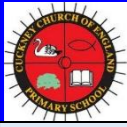
Punctuation:

Use Inverted commas to punctuate direct speech

*Use of inverted commas and other punctuation to indicate direct speech

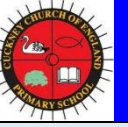
*Use commas after fronted adverbials

*Use apostrophes to mark plural possession



English Curriculum Coverage 2025-26

Langwith Class



Reading Objectives

Writing Objectives

Year 3 & 4

Read aloud and understand words based on knowledge of root words, prefixes and suffixes
Read further exception words, including those with unusual spelling/sound links
Retell some fairy tales or traditional tales orally
Identify themes and conventions in a range of books
Perform plays and poetry aloud using intonation, tone, volume and action
Recognise some different forms of poetry
Use dictionaries to check the meanings of words
Check that a text makes sense, including explaining the meaning of words in context
Identify and summarise the main ideas drawn from more than one paragraph
Draw inferences about feelings thoughts and motives
Use evidence to justify inferences
Discuss words and phrases which capture the reader's interest
Identify how language contributes to meaning
Identify how structure and presentation contribute to meaning
Retrieve and record information from non-fiction texts

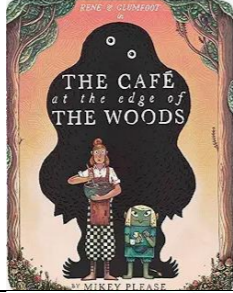
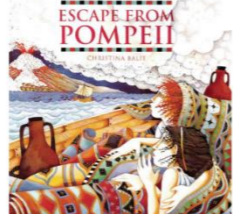


Spell words which are often misspelt from the Y3-4 list
Use the possessive apostrophe accurately with plurals
Use a dictionary to check a spelling
Use appropriate handwriting joins, including choosing unjoined letters
Adopt the features of existing texts to shape own writing
Build sentences with varied vocabulary and structures
Organise paragraphs around a theme
Develop detail of characters, settings and plot in narratives
Use simple organisational devices in non-fiction
Suggest improvements to grammar and vocabulary
Proofread own work for spelling and punctuation errors
Read aloud using appropriate intonation, tone and volume
Use a range of conjunctions to extend sentences with more than one clause
Choose nouns and pronouns for clarity and cohesion
Use conjunctions, adverbs and prepositions to express time, cause & place
Use fronted adverbials
Understand the difference between plural and possessive '-s'
Recognise and use standard English verb inflections
Use extended noun phrases, including with prepositions
Use and punctuate direct speech correctly

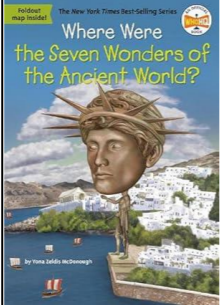
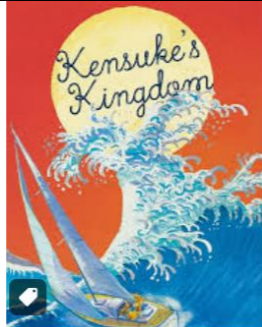

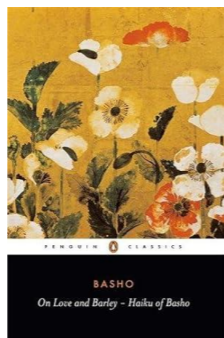


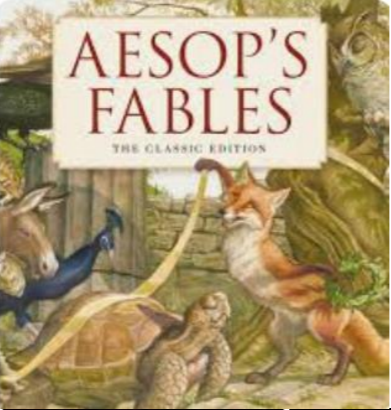
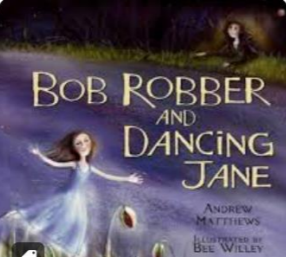
Langwith Class – 2025/26
Teacher: Ben Haynes-Greenwood



English LTP 2023-24

Unit	Term/week	Genre/Write	Focus/Texts	Composition and GPS features
1	Aut 1 W2-3	Fiction – Descriptive writing	 Cafe at the edge of the woods by Mikey Please	<ul style="list-style-type: none"> • Use the correct form of ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use simple organisational devices in non-fiction • In non-narrative material, use simple organisational devices: e.g. headings and sub-headings • Use expanded noun phrases, including with prepositions
2	Aut 1 W4-6	Fiction – Adventure stories	 Escape from Pompeii by Christina Balit	<ul style="list-style-type: none"> • Use of apostrophes for single and plural nouns • Use and punctuate direct speech • Use devices to build cohesion, including adverbials of time, place and number. • Use the present form of verbs in past tense • Use a range of conjunctions to create compound and complex sentences. • Use expanded noun phrases, including with prepositions
3	Aut 1 W7	Poetry - Autumnal	Various examples	<ul style="list-style-type: none"> • Organise paragraphs around a theme • Read aloud using appropriate intonation, tone and volume • Plan their writing by discussing and recording ideas
4	Aut 2 W8-9	Instructions - recipes	Cross-curricular with D/T	<ul style="list-style-type: none"> • Use the present perfect form of verbs in contrast to the past tense • Use the perfect form of verbs to mark relationships of time and cause. • Use conjunctions, adverbs and prepositions to express time and cause. • Use commas after fronted adverbials • Use imperative verbs to give instructions.
5	Aut 2 10-12	Persuasive Writing – Villa for sale	Estate agent brochures NF texts on Roman homes	<ul style="list-style-type: none"> • 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. • In non-narrative material, use simple organisational devices: e.g. headings and sub-headings • Organise paragraphs around a theme • Use expanded noun phrases, including with prepositions
6	Aut 2 W13	Poetry - Wintry	Various examples	<ul style="list-style-type: none"> • Organise paragraphs around a theme • Read aloud using appropriate intonation, tone and volume • Plan their writing by discussing and recording ideas
7	Spring 1 W1-2	Newspaper Report – Natural disaster	Various examples  	<ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause. • Use commas after fronted adverbials • 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. • Organise paragraphs around a theme • Proofread own work for spelling and punctuation errors

8	Spring 1 W3-5	Explanation Texts – Hanging Gardens of Babylon	 BG' example.	<ul style="list-style-type: none"> 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. Organise paragraphs around a theme Assess the effectiveness of their own and others' writing and suggest improvements Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use conjunctions, adverbs and prepositions to express time and cause Use apostrophes to mark plural possession
9	Spring 2 7-9	Non- Chronological Report – Natural disasters	Various examples	<ul style="list-style-type: none"> Use brackets to indicate parenthesis Use simple organisational devices: headings & subheadings Organise paragraphs around a theme Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
10	Spring 2 10-11	Book Review	 Michael Morpurgo – Kensuke's Kingdom	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing Identify main ideas drawn from more than one paragraph and summarise these Organise paragraphs around a theme Plan their writing by discussing and recording ideas
11	Spring 2 W12	Poetry - Haikus	 	<ul style="list-style-type: none"> Recognise some different forms of poetry Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
12	Summer 1 W1-3	Non Fiction:- Mythical beast catalogue	Self-Made	<ul style="list-style-type: none"> Use brackets to indicate parenthesis Use simple organisational devices: headings & subheadings Organise paragraphs around a theme Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use expanded noun phrases to add detail.
13	Summer 1 W4-6	Fantasy Fiction:- Adventure stories.	Jason & The Argonauts Pegasus Icarus	<ul style="list-style-type: none"> Use of apostrophes for single and plural nouns Use and punctuate direct speech Use devices to build cohesion, including adverbials of time, place and number. Use the present form of verbs in past tense Use a range of conjunctions to create compound and complex sentences. Use expanded noun phrases, including with prepositions

13	Summer 2 W8-10	Tradition Tales:- Aesop's Fables		<ul style="list-style-type: none"> • Use of apostrophes for single and plural nouns • Use and punctuate direct speech • Use devices to build cohesion, including adverbials of time, place and number. • Use the present form of verbs in past tense • Use a range of conjunctions to create compound and complex sentences. • Use expanded noun phrases, including with prepositions
14	Summer 2 W11-13	Extract writing - description	 <p data-bbox="1056 474 1207 688">Bob Robber and Dancing Jane by Andy Matthews</p>	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech • Use commas after fronted adverbials • Use apostrophes to mark plural possession • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use conjunctions, adverbs and prepositions to express time and cause • *Use the present perfect form of verbs in contrast to the past tense