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| **Objectives** | **Autumn** | | **Spring** | **Summer** |
| **Theme: Desert**  **Book focus: The Camel plods along** | | **Theme:**  **Book focus: James and the Giant Peach** | **Theme:**  **Book focus:** |
| **Transcription**   * Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto * Recognise and spell additional homophones, for example – he’ll, heel, heal * Use the first two or three letters of a word to check its spelling in a dictionary * Spell correctly word families based on common words, for example – solve, solution, solver * Spell identified commonly misspelt words from Year 3 and 4 word list * Make analogies from a word already known to apply to an unfamiliar word * Identify the root in longer words * Use the diagonal and horizontal strokes that are needed to join letters * Understand which letters, when adjacent to one another, are best left unjoined * Increase the legibility, consistency and quality of handwriting | Autumn  Spelling  Suffixes; \_ing, \_ed, \_er, \_est  Plural and singular s and \_es  Use the first two or three letters of a word to check its spelling in a dictionary  Phonics (see year 2 assessment and group children)  \_ai, \_oi, \_ay, \_oy  a\_e, e\_e, i\_e, o\_e, u\_e  er, ir, ur  Handwriting  Refer to scheme – More details to follow    Focus on all letter/number families.  Ali Baba and the 40 Thieves (check for a suitability)  A Camel plods along (<https://www.raz-plus.com/book.php?id=1753&langId=1>)  Sentence structure  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*]  Punctuation  Year 1 & 2 (capital letters, full stops, finger spaces, use of and, making sense, commas)  Year 3  Write a non-narrative using simple organisational devices such as headings and sub-headings  Introduce question marks, exclamation marks, bullet points and commas for lists  Suggest improvement to writing through assessing writing with peers and self assessment  Make improvements by proposing changes to grammar and vocabulary | Spelling  Adding suffixes beginning with vowel letters to words of more than one syllable  \_ly, \_tion, dis, re, dis, mis, un  Handwriting  Spelling common exception words (refer to list) using correct letter formation | Spelling  il, im, ir, in, anti  Handwriting  Writing words using joins  (refer to scheme of work)  Diagonal and horizontal joins  Understand which letters, when adjacent to one another, are best left unjoined  Write a narrative with a clear structure, setting, characters and plot  Use inverted commas  Description  Correct use of commas  Complex sentences  Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although*  Science: Plants  Instructions  Proof-read to check for errors in spelling and punctuation errors | Increase the legibility, consistency and quality of handwriting |
| **Composition**   * Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary * Compose sentences using a wider range of structures linked to the grammar objectives * Write a narrative with a clear structure, setting, characters and plot * Write a non-narrative using simple organisational devices such as headings and sub-headings * Suggest improvement to writing through assessing writing with peers and self assessment * Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences * Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although* * Use the perfect form of verbs to mark relationships of time and cause * Use conjunctions, adverbs and prepositions to express time and cause * Proof-read to check for errors in spelling and punctuation errors |  |