|  |  |  |  |
| --- | --- | --- | --- |
| **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 SpellingSuffixes; \_ing, \_ed, \_er, \_estPlural and singular s and \_esUse 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, \_oya\_e, e\_e, i\_e, o\_e, u\_eer, 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 structureExpressing 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 3Write 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, unHandwriting 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 commasComplex 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
 |  |