

En4/1 Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2) En4/1a listen and respond appropriately to adults and their peers En4/1b ask relevant questions to extend their understanding and knowledge En4/1c use relevant strategies to build their vocabulary En4/1d articulate and justify answers, arguments and opinions En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments En4/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas En4/1h speak audibly and fluently with an increasing command of Standard English En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates En4/1j gain, maintain and monitor the interest of the listener(s) En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others En4/1l select and use appropriate registers for effective communication	Reading (The objectives for Reading are common across Years 3 and 4) En4/2.1 Word Reading En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet En4/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	En4/2.2 Comprehension En4/2.2a develop positive attitudes to reading, and an understanding of what they read, by: - 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 En4/2.2b understand what they read, in books they can read independently, by - 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 1 paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning En4/2.2c retrieve and record information from non-fiction En4/2.2d 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 (The objectives for Reading are common across Years 3 and 4) En4/3.1 Spelling En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1) En4/3.1b spell further homophones En4/3.1c spell words that are often misspelt (English Appendix 1) En4/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	En4/3.2 Handwriting and Presentation En4/3.2a 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 En4/3.2b increase the legibility, consistency and quality of their handwriting	En4/3.3 Composition En4/3.3a 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 - discussing and recording ideas En4/3.3b Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices En4/3.3c Evaluate and edit by: - 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 En4/3.3d proofread for spelling and punctuation errors En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	En4/3.4 Vocabulary, grammar & punctuation En4/3.4a develop their understanding of the concepts set out in Appendix 2 by: - 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 Appendix 2 En4/3.4b indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with singular and plural nouns - using and punctuating direct speech En4/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

TEXT TYPES

Fiction

Narrative:	Escape from Pompeii - Christina Balit The Firework Maker's Daughter - Phillip Pullman How to Train your Dragon - Cressida Cowell The Iron Man - Ted Hughes
Poetry:	Poetry - Boudicca Warrior Queen of the Iceni -Jon Bratton and Paul Perro Exploring poetic form: Firework Night -Enid Blyton) Exploring Poetic Language: Storm Dragon - Christina Baker
Writing Poetry	Creating Images Exploring Poetic form Exploring Poetic Language
Language	synonyms, intonation, repetition, performance poetry verses, acrostic, cinquain, free verse, haiku, limerick, narrative, nonsense, shape/concrete, sonnet Exploring Poetic Language: alliteration, figurative language, imagery, methaphor, onomatopoeia, pattern, personification, repetition, rhyme, simile, verse

Non-Fiction

Non- chronological reports - Wanted: Ruthless Romans (Horrible Histories) Terry Deary Letter - Letter of thanks (Bishops Wood) Diary - Entries from the view point of the Iron Giant Balanced argument - Where the Vikings Nasty Raiders?	
Other Writing Styles Recount - Recount Summer Holidays. Space Camp - Persuasive poster (Persuasive language) Information text - Earthquakes and volcanoes Persuasion- advertisement using persuasive language for a type of dragon	
AUTHORS	Christina Balit Tony Bradman Terry Dreary Phillip Pullman Cressida Cowell Ted Hughes