

English Key Objectives

Y3	Narrative	Non Narrative	Poetry
Aut 1:1	<p>Narrative Settings:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Listen to and discuss a wide range of fiction actively engaging in discussion. - Identify main ideas drawn from more than one paragraph and summarising these. <p>Understands how a range of punctuation is used to give reading more meaning.</p>	<p>Biography:</p> <ul style="list-style-type: none"> - Discussing and recording their ideas in different ways. - Organising writing into paragraphs around a theme. - Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition - Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion. - Identify themes and conventions in a wide range of books. - Identify how language, structure, and presentation contribute to meaning. 	<p>Poems on a Theme:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Assessing the effectiveness of their own writing and others' writing and suggesting improvements. - Listen to and discuss a wide range of poetry actively engaging in discussion. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry) - 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.
Aut 1:2	<p>Play scripts:</p> <ul style="list-style-type: none"> - Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing. - Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. - To use more specific and accurate punctuation within speech sentences - Listen to and discuss a wide range of plays actively engaging in discussion. <p>Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <ul style="list-style-type: none"> - 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. - Can use appropriate voices for characters and adopt a story-telling voice when needed. 	<p>Reports:</p> <ul style="list-style-type: none"> - In non-narrative, using simple organisational devices such as headings/subheadings. - Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing. - Organising writing into paragraphs around a theme. - Use of reported speech as well as direct speech. - Use of more specific and accurate punctuation within speech sentences: comma after the reported clause - Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion. - Discuss words and phrases that capture the reader's interest and imagination. - Identify how language, structure, and presentation contribute to meaning. 	<p>Modern Performances:</p> <ul style="list-style-type: none"> - Discussing and recording their ideas in different ways. - Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences. - Assessing the effectiveness of their own writing and others' writing and suggesting improvements. - Listen to and discuss a wide range of poetry actively engaging in discussion. - Discuss words and phrases that capture the reader's interest and imagination. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Spr 2:1	<p>Traditional Tales:</p> <ul style="list-style-type: none"> - In narratives, creating settings, characters and plot. - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Assessing the effectiveness of their own writing and others' writing and suggesting improvements. - Use of commas after frontal adverbials - Listen to and discuss a wide range of fiction actively engaging in discussion. - Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally. - Identify themes and conventions in a wide range of books - Can use appropriate voices for characters and adopt a story-telling voice when needed. 	<p>Explanation:</p> <ul style="list-style-type: none"> - In non-narrative, using simple organisational devices such as headings/subheadings. - Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing. - Organising writing into paragraphs around a theme. - Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition - Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion. - Identify themes and conventions in a wide range of books. - Retrieve and record information from non-fiction, beginning to use notes. 	<p>Narrative:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. - In narratives, creating settings, characters and plot. - Use of adjectives, nouns and prepositional phrases to explain noun phrases - Listen to and discuss a wide range of poetry actively engaging in discussion. - Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry) - Identify & discuss how author's use of language affects a reader (verbs, adverbs and adjectives).
Spr 2:2	<p>Stories from Other Cultures:</p> <ul style="list-style-type: none"> - In narratives, creating settings, characters and plot. - Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Listen to and discuss a wide range of fiction actively engaging in discussion. - Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>Letter Writing:</p> <ul style="list-style-type: none"> - In non-narrative, using simple organisational devices - Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing. - Begin to give well-structured descriptions and explanations for different purposes, including for expressing feelings. - Begin to select and use appropriate registers for effective communication. - Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion. - Identify how language, structure, and presentation contribute to meaning. - Retrieve and record information from non-fiction, beginning to use notes. 	<p>Significant Children's Poets:</p> <ul style="list-style-type: none"> - Discussing and recording their ideas in different ways. - Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences. - Listen to and discuss a wide range of poetry actively engaging in discussion. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Identify & discuss how author's use of language affects a reader (verbs, adverbs and adjectives).
Sum 3:1	<p>Narrative Storyline:</p> <ul style="list-style-type: none"> - In narratives create plot. - Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Use of commas after frontal adverbials - Listen to and discuss a wide range of fiction actively engaging in discussion. - Identify & discuss how author's use of language affects a reader (verbs, adverbs and adjectives). 	<p>Instructions:</p> <ul style="list-style-type: none"> - In non-narrative, using simple organisational devices such as headings/subheadings. - Begin to select and use appropriate registers for effective communication. - Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence - Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion. - Identify themes and conventions in a wide range of books. - Identify how language, structure, and presentation contribute to meaning. - Retrieve and record information from non-fiction, beginning to use notes. 	<p>Riddles and Humorous Verse:</p> <ul style="list-style-type: none"> - Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing. - Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Assessing the effectiveness of their own writing and others' writing and suggesting improvements. - Listen to and discuss a wide range of poetry actively engaging in discussion. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry)
Sum 3:2	<p>Adventure Stories:</p> <ul style="list-style-type: none"> - In narratives, creating settings, characters and plot. - Discussing and recording their ideas in different ways. - Assessing the effectiveness of their own writing and others' writing and suggesting improvements. - Listen to and discuss a wide range of fiction actively engaging in discussion. - Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Can use appropriate voices for characters and adopt a story-telling voice when needed. 	<p>Recount:</p> <ul style="list-style-type: none"> - In non-narrative, using simple organisational devices - Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing. - Organising writing into paragraphs around a theme. - Use of reported speech as well as direct speech. - Use of more specific and accurate punctuation within speech sentences: comma after the reported clause - Listen to and discuss a wide range of non-fiction and reference books or textbooks, actively engaging in discussion. 	<p>Classic Poetry Performances :</p> <ul style="list-style-type: none"> - Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences. - Listen to and discuss a wide range of poetry actively engaging in discussion. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Discuss words and phrases that capture the reader's interest and imagination.