



Wessex Gardens Primary School - English Curriculum Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts						
Suggested Hook lesson	<p>Activity: "Nature Walk"</p> <p>Take students on a nature walk (or a simulated indoor version if outdoor access is limited) with a checklist of things to find (e.g., leaves, flowers, specific trees). After the walk, discuss what they observed, encouraging them to relate their experiences to the story's themes of nature and adventure.</p>	<p>Activity: "Create Your Own Ice Palace"</p> <p>Students will work in small groups to design and draw their own ice palace on large paper, imagining what magical features it might have, such as ice sculptures, secret rooms, and winter creatures. As they share their designs, they'll discuss what adventures might happen inside their ice palace, sparking curiosity about the story's themes.</p>	<p>Activity: "Create Your Own Magical Creature"</p> <p>Students will use craft supplies and drawing materials to invent their own magical creature, considering what unique powers or traits it would have. After creating their creatures, they'll present them to the class, sharing how their creature could fit into an exciting adventure, igniting interest in the whimsical world of Krindlekrax.</p>	<p>Activity: "Cat Character Creation"</p> <p>Students will draw or craft their own cat character, giving it special traits and a unique backstory, while thinking about what kind of adventures it might go on. They will then share their creations and stories with the class, which will introduce themes of bravery and friendship relevant to Varjak Paw.</p>	<p>Suitcase of Memories: Create a mystery suitcase labelled "Floella's Journey" and fill it with symbolic objects representing her migration from Trinidad to England. Examples include: A small Trinidad flag, A photo of a family, A pair of sunglasses, A travel ticket or map, A seashell. A woolly hat or scarf (representing arriving in cold England). Invite pupils to explore the suitcase to spark curiosity, build empathy, and encourage discussion about identity, migration, and the emotional experience of moving to a new country.</p>	<p>Activity: "Sounds of the Rainforest" — To introduce <i>World Burn Down</i>, start the lesson by playing a rich soundscape of the rainforest—chirping birds, rustling leaves, distant animal calls, and flowing water. Encourage pupils to close their eyes and imagine they are deep inside the forest. After listening, discuss what they heard and how the sounds make them feel. Use this immersive experience to spark curiosity about the rainforest's environment and the story's setting, setting the tone for exploring themes of nature and conservation.</p>
Writing 1: Purpose and Audience:	<p>Purpose: to entertain Audience:</p> <p>Narrative writing: Rewrite the story from the perspective of one of the characters the boy encounters in the forest, or from the perspective of the boy himself.</p>	<p>Purpose: to entertain Audience: year 4 pupils</p> <p>Narrative Writing: Create an alternate ending for the story that Starjik and Ivan could have after finding the ice palace.</p>	<p>Purpose: to entertain Audience: Year 3 pupils</p> <p>Narrative writing: Create a new problem in the story. Ruskin must stop a new threat in Lizard Street, such as another creature lurking underground.</p>	<p>Purpose: to entertain Audience:</p> <p>Narrative writing: Create a short adventure story inspired by Varjak Paw, featuring a new character.</p>	<p>Purpose: to entertain Audience: Year 4 pupils</p> <p>Narrative writing: Narrative from Another Character's Perspective. Write a story from another character's point of view talking about their experiences of moving to another country and overcoming the challenge</p>	<p>Purpose: to entertain Audience: Year 4 peers</p> <p>Narrative writing: Rewrite a key scene from Carlos' point of view.</p>
Writing 2: Purpose and Audience	<p>Purpose: to inform Audience:</p> <p>Newspaper Report: Write a newspaper article reporting on a mysterious boy who ventured into the forest alone, detailing his encounters with strange characters.</p>	<p>Purpose: to persuade Audience: Year 3 pupils</p> <p>Persuasive Writing: Students can write a warning to other children advising them not to follow mysterious figures like Starjik or not to enter strange, magical places like the Ice Palace.</p>	<p>Purpose: to entertain Audience:</p> <p>Diary entry: Write a diary entry from Ruskin's perspective about a significant event in the story, such as preparing to face Krindlekrax.</p>	<p>Purpose: to inform Audience:</p> <p>Letter writing: write a letter that Varjak might send to his family after he leaves home. The letter could describe his adventures, what he's learned, and his experiences with the street cats.</p>	<p>Purpose: to discuss Audience: Year 5 pupils</p> <p>Balanced Argument: Pupils discuss the challenges and benefits of moving to a new country.</p>	<p>Purpose: to inform Audience: Local council</p> <p>Letter to a Government Official: Write a letter to a local government official urging them to take action on reducing plastic waste and promoting recycling.</p>
Composition:	<p>Writing to Entertain (narrative writing) -Text Features Organised Structure: Use paragraphs to separate different parts of the story (e.g.,</p>	<p>Writing to Persuade- Text Features: Clear Introduction with a Strong Opinion:</p>	<p>Writing to Entertain (diary entry)-Text features Introduction:</p>	<p>Writing to inform -Text Features Introduction: The writing should begin with an introduction that briefly introduces the topic or main idea.</p>	<p>Writing to discuss -Text Features Title or Question: The title introduces the discussion topic clearly, often phrased as a question to prompt a debate.</p>	<p>Writing a Formal Letter -Text Features Purpose: The letter should be written with a clear purpose, such as to request, inform, persuade, or complain.</p>

	<p>introduction, build-up, problem, resolution, ending). Clear beginning, middle, and end, often following a typical story arc. Cohesion between paragraphs through linking ideas (e.g., time connectives like Later that day, Suddenly, and After a while).</p> <p>Detailed Settings: Create vivid settings to ground the story (e.g., describing a forest as "dark and eerie, with shadows lurking in every corner").</p> <p>Character Development: Describe characters' actions, appearance, and emotions. Simple motivations for characters (e.g., bravery, fear, curiosity).</p> <p>Plot Progression: Introduce a clear problem or challenge. Build tension leading to a resolution or twist. Provide a satisfying conclusion.</p> <p>Audience Awareness: Stories should engage the reader with imagination and interest. Use age-appropriate themes, often relatable or fantastical (e.g., an adventure or a magical discovery).</p>	<p>Pupils should clearly state their opinion or viewpoint at the beginning of their writing. Example: "I believe that school uniforms should be compulsory in all schools."</p> <p>Body Paragraphs with Reasons and Supporting Details: Each paragraph should contain a distinct reason that supports the main opinion. Pupils should provide explanations or examples to back up their arguments. Example: "Firstly, school uniforms save time and stop arguments about what to wear every day."</p> <p>Use of Linking Words: Linking words help to connect ideas and guide the reader through the argument. Words like "Firstly," "Secondly," "In addition," and "For example" are important. Example: "Secondly, uniforms make everyone feel equal, regardless of their background."</p> <p>Acknowledging Counter-arguments: While this is not always necessary at Year 4, pupils can start to consider opposing viewpoints and provide a simple rebuttal. Example: "Some might say uniforms are uncomfortable, but modern uniforms are designed to be both practical and comfortable."</p> <p>Conclusion: The conclusion should briefly restate the opinion and summarise the key reasons, giving a final thought or call to action.</p>	<p>A clear opening, typically with a greeting (e.g., "Dear Diary," "Hi Diary," or "Today"). Date at the start of the entry (e.g., "Monday 14th December"). Optionally, the time of day (e.g., "In the morning," "Later this afternoon").</p> <p>Body: A chronological recount of events that took place during the day. May include descriptions of key events, activities, or conversations. Pupils can reflect on how they felt during these events or after them.</p> <p>Conclusion: A closing sentence to wrap up the entry, such as expressing excitement for the next day or sharing a thought or feeling.</p> <p>Informal and conversational tone, reflecting how people typically speak to themselves or to a friend. The diary is a personal account, so the tone can be light-hearted, humorous, excited, serious, or reflective depending on the events.</p> <p>First-Person Narrative: Written in the first person, using "I" and "my" to express personal experiences and emotions (e.g., "I felt happy when...").</p> <p>Time conjunctions: "In the morning," "Later," "After school," "At night" to help organize events in a clear, sequential order.</p>	<p>It should provide the reader with an overview of what to expect in the text.</p> <p>Body: The body of the text should be organised into separate paragraphs, each focusing on one main idea or topic related to the subject.</p> <p>Conclusion: The conclusion should briefly summarise the main points of the text or restate the key information.</p> <p>Subheadings: Subheadings are used to break up the text into clear sections, each focused on a different part of the topic.</p> <p>Use of Bullet Points or Lists: Bullet points or numbered lists help organise information clearly and concisely. These are especially useful when presenting key facts, steps, or instructions.</p> <p>Factual Content: Writing should focus on providing facts, not opinions. The goal is to inform the reader with accurate, reliable information.</p> <p>Visual Aids (Optional): Diagrams, pictures, or charts can help explain or support the information presented in the text.</p> <p>Simple Connecting Words and Phrases: Linking words and phrases like "Firstly," "Next," helping the writing flow logically from one section to the next.</p>	<p>Example: Should children wear school uniforms?</p> <p>Introduction: A short opening paragraph that explains the topic and acknowledges differing viewpoints. Example: Some people think school uniforms are helpful, while others believe they are unnecessary. This discussion looks at both sides.</p> <p>Arguments for and against: For: Present reasons that support the idea, with brief explanations or examples. Against: Present reasons against the idea, with brief explanations or examples.</p> <p>Conclusion: Summarise the key points from both sides and provide a simple opinion or recommendation.</p> <p>Subheadings: Subheadings help to organise the text clearly, e.g., Benefits of School Uniforms and Problems with School Uniforms.</p> <p>Paragraphing: Each paragraph should focus on one main idea. For example: One paragraph explaining why uniforms make mornings easier. Another paragraph explaining how uniforms might limit creativity.</p>	<p>Example: Writing to the local council to request a new playground.</p> <p>Address and Date: The sender's address is written at the top right-hand corner of the page.</p> <p>Recipient's Address: The recipient's address is written on the left-hand side below the date</p> <p>Salutation/Greeting: Begin with a formal greeting: Dear Sir/Madam (if you don't know the person's name) Dear Mr Smith or Dear Ms Johnson (if you know the recipient).</p> <p>Introduction: A clear opening sentence to explain why you are writing.</p> <p>Main Body: Organise ideas into clear paragraphs: First paragraph: Explain the issue or purpose of writing. Second paragraph: Provide details or supporting arguments. Optional third paragraph: Suggest a solution or request action.</p> <p>Conclusion: A polite closing paragraph summarising the request or point made.</p> <p>Sign-off: Use a formal closing phrase: Yours sincerely (if you used a name) Yours faithfully (if you didn't use a name).</p>
<p>Grammar and Punctuation:</p>	<p>Language Features for narrative writing</p> <p>Descriptive Language: Expanded noun phrases: Add detail (e.g., "the crumbling, ancient castle"). Similes: Compare for effect (e.g., "The trees stood like silent soldiers"). Personification: Give human traits to non-human elements (e.g.,</p>	<p>Language Features for Persuasive Writing:</p> <p>Emotive Language: Use words that stir emotions or encourage the reader to feel strongly about the argument.</p> <p>Rhetorical Questions: These are questions that don't need an answer but encourage the reader to think about the issue.</p> <p>Adjectives and Adverbs:</p>	<p>Language Features for diary writing:</p> <p>Past tense is primarily used to recount events that have already happened (e.g., "I played football," "I visited the zoo"). Some use of present tense when describing how the writer feels in the moment (e.g., "I feel happy now").</p> <p>Future tense may be used to express plans or expectations</p>	<p>Language Features for non-chronological report</p> <p>Simple sentences contain one independent clause (one main idea). They should be used to make information clear and straightforward.</p> <p>Compound sentences join two independent clauses with a conjunction (e.g., "and," "but," "or," "so"). These add more detail and variety to the writing.</p>	<p>Language Features for writing to discuss</p> <p>Conjunctions: Use conjunctions to link ideas and compare arguments: and, but, because, so (simple links). Introduce contrasting conjunctions like although, however, whereas.</p> <p>Sentence Starters:</p>	<p>Language Features formal letter</p> <p>Formal Tone: Use polite and respectful language, avoiding slang or informal expressions.</p> <p>Sentence Starters: Use formal sentence openers: I am writing to... I would like to request... It has come to my attention that...</p> <p>Persuasive Language (if appropriate): Use phrases to persuade the reader:</p>

	<p>"The wind whispered secrets through the leaves").</p> <p>Fronted Adverbials: Use time, place, or manner phrases to vary sentence openers (e.g., At the edge of the cliff, or Without warning,).</p> <p>Include a comma after the adverbial.</p> <p>Dialogue: Include direct speech punctuated correctly with inverted commas. Use dialogue to reveal character traits or advance the plot (e.g., "We need to hide!" whispered Jack as he crouched behind the rock.).</p> <p>Adverbs: Use adverbs to describe actions (e.g., "He crept cautiously through the door").</p> <p>Punctuation: Use full stops, capital letters, and question/exclamation marks correctly. Begin experimenting with commas for clarity in lists and after fronted adverbials. Use speech punctuation accurately.</p> <p>Varied Sentence Structures: Include short sentences for impact or tension. Use compound and complex sentences with conjunctions like because, although, while, and if.</p> <p>Tense Consistency: Ensure the story remains in past tense unless there is a deliberate shift (e.g., flashbacks).</p> <p>Imaginative Vocabulary: Encourage pupils to use ambitious word choices from their reading or spelling practice.</p>	<p>Use descriptive language to emphasise key points and make the argument more compelling.</p> <p>Use of Modal Verbs: Modal verbs such as "should," "must," and "could" convey the strength of the argument and make it sound more persuasive.</p> <p>Simple, Clear Sentences: Use a variety of sentence lengths, but keep them clear and straightforward to ensure the reader understands the argument easily.</p> <p>Imperatives (Commands): Using imperative verbs (commands) can strengthen a call to action. Example: "Let's make uniforms a part of every school to ensure fairness."</p>	<p>(e.g., "I will go to the park tomorrow").</p> <p>Sentence Structure: Descriptive Vocabulary: Use adjectives and adverbs to provide clear, vivid descriptions of things, actions, or events.</p> <p>Simple sentences: Clear, straightforward statements (e.g., "I went to school.").</p> <p>Expanded sentences: Use of conjunctions to link ideas (e.g., "I played football because I love it").</p> <p>Complex sentences: Beginning to use subordinate clauses (e.g., "I was tired after school, but I still played outside").</p> <p>Conjunctions: Basic conjunctions to connect ideas: "and," "but," "because," "so," "although" (e.g., "I went to the park, but it started raining").</p> <p>Punctuation: Correct use of capital letters and full stops. Exclamation marks for excitement or strong feelings (e.g., "That was amazing!"). Question marks for questions (e.g., "What will we do tomorrow?"). Commas in lists or for clarity (e.g., "I ate sandwiches, crisps, and fruit for lunch"). Apostrophes for contractions (e.g., "I'm," "It's," "I've").</p> <p>Adjectives and Adverbs: Use of adjectives to describe people, places, or things Use of adverbs to describe how actions are done</p>	<p>Example: Present Tense: Most of the writing will be in the present tense, especially when describing facts or general information that is always true. If discussing past events or historical information, the past tense will be used</p> <p>Descriptive Vocabulary: Use adjectives and adverbs to provide clear, vivid descriptions of things, actions, or events.</p> <p>Technical Vocabulary: Used correctly to convey the information precisely.</p> <p>Imperative Verbs When writing instructions or explaining a process, imperative verbs (command words) are used.</p> <p>Coherent and Logical Structure: The writing should be well-organised, with a logical flow of ideas. Each paragraph should focus on one main point, and information should be presented in a clear order.</p> <p>Questions and Explanations: Sometimes, questions can be used to engage the reader or to introduce information.</p> <p>Linking Devices: Linking devices such as "because," "but," "also," "therefore," and "as a result" are used to connect ideas and show relationships between them.</p>	<p>Use a variety of sentence openers to introduce points or perspectives:</p> <p>Modal Verbs: Use modal verbs to suggest possibilities or express opinions: should, might, could.</p> <p>Present Tense: Use the present tense to discuss general ideas and facts:</p> <p>Comparative Language: Begin using comparative phrases to weigh up points: more important, less useful, equally valuable.</p> <p>Formal Language: Start using slightly more formal phrases to present arguments.</p> <p>Topic-Specific Vocabulary: Use precise terms related to the topic being discussed:</p> <p>Punctuation: Correct use of capital letters and full stops. Exclamation marks for excitement or strong feelings (e.g., "That was amazing!"). Question marks for questions (e.g., "What will we do tomorrow?"). Commas in lists or for clarity (e.g., "I ate sandwiches, crisps, and fruit for lunch"). Apostrophes for contractions (e.g., "I'm," "It's," "I've").</p>	<p>This would benefit our community greatly. I believe this is an important issue that deserves attention.</p> <p>Conjunctions: Use conjunctions to link ideas clearly: because, so, however, therefore.</p> <p>Present Tense: Use present tense to describe general ideas or requests.</p> <p>Specific Details: Provide clear, specific details to support the purpose of the letter.</p> <p>Polite Requests: Use polite modal verbs to suggest actions: could, would, should.</p> <p>Formal Vocabulary: Use topic-specific and formal words: community, facilities, improvements, safety, request, consider.</p> <p>Punctuation: Correct use of capital letters and full stops. Question marks for questions (e.g., "What will we do tomorrow?"). Commas in lists or for clarity</p>
<p>Spoken Language:</p>	<p>Listening: Listen attentively and respond thoughtfully to peers and adults.</p> <p>Questioning: Ask relevant and specific questions to extend understanding of topics.</p> <p>Vocabulary: Use strategies like synonyms, antonyms, and word maps to build vocabulary.</p> <p>Articulation: Articulate answers and opinions with clear reasoning and examples.</p>	<p>Listening: Listen and respond thoughtfully, demonstrating understanding of others' contributions.</p> <p>Questioning: Ask questions to clarify or extend understanding, promoting deeper discussion.</p> <p>Vocabulary: Use a range of strategies (e.g., dictionary, context) to develop vocabulary.</p>	<p>Listening: Listen attentively, responding thoughtfully to peers and adults.</p> <p>Questioning: Ask specific, open-ended questions to deepen understanding and encourage further discussion.</p> <p>Vocabulary: Expand vocabulary by using synonyms, antonyms, and new words in context.</p> <p>Articulation: Justify answers with detailed reasoning and examples.</p>	<p>Listening: Listen and respond with understanding, demonstrating active engagement.</p> <p>Questioning: Ask relevant questions to extend or clarify understanding and engage in deeper discussion.</p> <p>Vocabulary: Develop vocabulary by exploring new words, using them in context, and understanding their meanings.</p>	<p>Listening: Listen attentively and respond thoughtfully in discussions with peers and adults.</p> <p>Questioning: Ask probing questions to extend understanding and challenge thinking.</p> <p>Vocabulary: Use a range of strategies (e.g., using a thesaurus, context clues) to build and use advanced vocabulary.</p>	<p>Listening: Listen attentively to others, demonstrating understanding and respect for different viewpoints.</p> <p>Questioning: Ask insightful questions that promote deeper discussion and extend knowledge.</p> <p>Vocabulary: Use vocabulary-building techniques (e.g., word webs, affixes) to incorporate new words in speech.</p> <p>Articulation: Justify ideas and arguments with clear, reasoned explanations and examples.</p>

	<p>Describing/Explaining: Give structured descriptions, explanations, or narratives, focusing on clarity.</p> <p>Conversation: Maintain attention and stay on topic during group conversations.</p> <p>Language Use: Use spoken language to explore ideas, speculate, and hypothesise about events or concepts.</p> <p>Speech Clarity: Speak clearly and audibly, demonstrating increasing fluency in Standard English.</p> <p>Participation: Participate confidently in group discussions, role play, or performances.</p> <p>Engagement: Engage the listener by speaking with expression and clarity.</p> <p>☑ Reflection: Consider and evaluate different viewpoints during discussions, building on others' ideas.</p>	<p>Articulation: Justify answers, opinions, and arguments with logical reasoning and examples.</p> <p>Describing/Explaining: Provide well-structured descriptions or explanations of events, ideas, or feelings.</p> <p>Conversation: Actively participate in discussions, initiating and responding to comments.</p> <p>Language Use: Use spoken language to explore ideas and reflect on different perspectives.</p> <p>Clarity: Speak confidently and fluently, consistently using Standard English.</p> <p>Participation: Take part in debates, performances, and presentations with increasing fluency.</p> <p>Engagement: Maintain listener interest by using engaging language and expression.</p> <p>Reflection: Reflect on others' contributions, offering thoughtful responses that build on ideas.</p>	<p>Describing/Explaining: Give well-structured explanations, descriptions, or narratives with clear sequencing.</p> <p>Conversation: Maintain focus and actively participate in discussions, encouraging others to share their views.</p> <p>Language Use: Use spoken language to develop understanding, speculating and hypothesising about different ideas or events.</p> <p>Speech Clarity: Speak audibly, confidently, and fluently, using Standard English consistently.</p> <p>Participation: Participate confidently in structured activities, including presentations, role play, and debates.</p> <p>Engagement: Engage the listener with expressive and clear speech, using tone and pace effectively.</p> <p>Reflection: Evaluate different viewpoints and reflect on others' contributions during discussions.</p>	<p>Articulation: Justify arguments and opinions with logical reasoning and evidence.</p> <p>Describing/Explaining: Offer structured, well-organised descriptions and explanations of ideas and events.</p> <p>Conversation: Contribute actively to discussions, listening attentively and building on others' points.</p> <p>Language Use: Use spoken language to explore ideas, hypothesise, and express thoughts creatively.</p> <p>Speech Clarity: Speak clearly and fluently, ensuring correct use of Standard English in most situations.</p> <p>Participation: Participate in debates, performances, and role plays, demonstrating effective communication.</p> <p>Engagement: Maintain listener interest by varying tone, pace, and expression.</p> <p>Reflection: Consider and evaluate different viewpoints, contributing to collaborative dialogue.</p>	<p>Articulation: Justify answers, opinions, and arguments, providing supporting reasons and examples.</p> <p>Describing/Explaining: Present structured descriptions, explanations, and narratives in a clear, logical manner.</p> <p>Conversation: Maintain attention and actively participate in group conversations, initiating and responding to comments.</p> <p>Language Use: Use spoken language to explore and hypothesise about complex ideas, events, and scenarios.</p> <p>Speech Clarity: Speak fluently and confidently, with increasing control of Standard English.</p> <p>Participation: Contribute to debates, presentations, and role plays with clarity and confidence.</p> <p>Engagement: Engage the listener through effective use of tone, expression, and clear articulation.</p> <p>Reflection: Reflect on others' viewpoints and contribute ideas that advance the conversation.</p>	<p>Describing/Explaining: Provide detailed and structured explanations, staying on topic and engaging the listener.</p> <p>Conversation: Actively participate in conversations and discussions, contributing relevant ideas and initiating new topics.</p> <p>Language Use: Use spoken language to imagine, hypothesise, and explore different ideas and perspectives.</p> <p>Speech Clarity: Speak confidently and fluently, consistently using Standard English in formal and informal contexts.</p> <p>Participation: Participate in group discussions, performances, and debates, using appropriate language.</p> <p>Engagement: Maintain listener interest with engaging delivery and clear communication.</p> <p>Reflection: Evaluate different viewpoints thoughtfully and contribute to the development of ideas in discussions.</p>
<p>Reading comprehension</p>	<ul style="list-style-type: none"> Develop positive attitudes by exploring a wide range of genres, including non-fiction and reference texts. Use dictionaries to check unfamiliar words and build a more extensive vocabulary. Increase familiarity with complex stories like myths and legends, retelling key details fluently. Identify and explain themes and conventions, such as moral lessons or cultural traditions. Prepare and read poems or scripts aloud with greater intonation, tone, and volume to show understanding. Discuss vivid or engaging words and phrases, explaining their impact on the reader. 	<ul style="list-style-type: none"> Check understanding by re-reading and discussing challenging texts. Ask deeper questions about characters' motives, feelings, or plot development. Draw more developed inferences, justifying them with textual evidence (e.g., "She hid the letter because she felt guilty"). Predict future events based on implied and explicit details, explaining reasoning. Summarise main ideas across paragraphs, identifying key themes or patterns. Recognise and analyse the effect of language choices (e.g., similes, descriptive adjectives). Retrieve and record detailed information 	<ul style="list-style-type: none"> Engage in discussions about plays, poetry, and fiction, focusing on similarities and differences in structure. Perform poems and scripts with increasing fluency, expression, and confidence. Analyse how particular words or phrases create atmosphere or mood in the text. Summarise main ideas from different paragraphs and explain their connections. Explore how presentation features (e.g., bold text, diagrams) support understanding in non-fiction. Retrieve information effectively, distinguishing between important details and extraneous content. 	<ul style="list-style-type: none"> Read a wider variety of challenging texts, including those with unfamiliar settings or ideas. Discuss the meaning and impact of figurative language (e.g., metaphors, personification). Summarise entire sections of texts, focusing on cohesion and clarity. Evaluate how text structure, language, and presentation contribute to meaning or mood. Use evidence to support inferences about characters or events in more complex texts. 	<ul style="list-style-type: none"> Engage confidently in discussions about books read independently or as a group. Identify and explain recurring themes or ideas across different books. Predict what might happen next with greater accuracy, citing textual evidence. Compare different forms of poetry and their impact on the reader. Retrieve and record detailed, structured information from various non-fiction sources 	<ul style="list-style-type: none"> Participate in group discussions with maturity, evaluating and building on others' contributions. Summarise main ideas from longer or more complex texts, organising information clearly. Reflect on how authors' language choices affect meaning or tone, comparing different styles. Retrieve and synthesise information from multiple non-fiction texts for reports or projects. Draw inferences and justify opinions confidently, citing precise evidence from texts.

	<ul style="list-style-type: none"> Begin identifying different poetic forms (e.g., haikus, narrative poetry). 	from non-fiction texts, summarising for clarity.				
Spelling:	No Nonsense Spellings:		No Nonsense Spellings:		No Nonsense Spellings:	
	<p>Common exception words from Year 2 Prefixes and suffixes</p> <p>Revise prefix 'un'.</p> <p>New prefixes: 'pre-', 'dis-', 'mis-', 're-'</p> <p>Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs</p> <p>The /ei/ sound spelt 'ei', 'eigh', or 'ey'</p> <p>The /i/ sound spelt 'y'</p> <p>Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones</p> <p>brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p>Apostrophe</p> <p>Revise contractions from Year 2</p>		<p>Strategies at the point of writing.</p> <p>Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes</p> <p>Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs</p> <p>The /j/ sound spelt 'ch' (mostly French in origin)</p> <p>The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones</p> <p>here/hear, knot/not, meat/meet Apostrophe</p> <p>Revise contractions from Year 2</p>		<p>Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Previously taught suffixes Rare GPCs</p> <p>The /t/ sound spelt 'y' other than at the end of words (gym, myth)</p> <p>The /ʌ/ sound spelt 'ou' (young, touch)</p> <p>Homophones</p> <p>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</p> <p>Apostrophe</p> <p>Revise contractions from Year 2</p>	
Handwriting:	Nelson:	Nelson:	Nelson:	Nelson:	Nelson:	Nelson:
Poetry Week:	Poetry		Poetry		Poetry	