

# BARNSTON PRIMARY SCHOOL MEDIUM TERM PLANNING AUTUMN

SUBJECT: English

YEAR GROUP: 3/4

YEAR IN CYCLE: 1



	NATIONAL CURRICULUM	ADDITIONAL SCHOOL CURRICULUM
<b>Autumn Term</b>	<p><b>Spelling</b></p> <p>Use further prefixes and suffixes and understand how to add them spell words that are often misspelt. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Handwriting</b></p> <p>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. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p><b>Reading</b></p> <p>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. Discussing words and phrases that capture the reader's interest and imagination. 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.</p>	<p>Children to be given spellings weekly for these to be practised and write a sentence for each word.</p> <p>Children to practise handwriting every week during additional literacy.</p> <p>Through use of dictionary work and comprehension to find meanings of words in additional literacy.</p>

Identifying main ideas drawn from more than one paragraph and summarising these.  
 Identifying how language, structure, and presentation contribute to meaning.  
 Retrieve and record information from non-fiction.  
 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**

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.  
 Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  
 Organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  
 Proof-read for spelling and punctuation errors.  
 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
 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.  
 Using and punctuating direct speech  
 Using an apostrophe for contraction.

**Grammar**

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.

Children to have one guided reading session a week to practise these skills.

Cross-curricular links with ICT and History topic.  
 Tudor Day  
 Little Moreton Hall  
 Science – Investigations: recording and analysing results.

**ENTERPRISE**

**SOCIAL, SPIRITUAL, MORAL & CULTURAL**

**SCHOOL DRIVERS**

Delivered through cross-curricular links (See Tudors MTP).  
 Children to independently self-assess theirs and their partners work.  
 Children to develop the understanding of applying their skills across the curriculum.  
 Children to understand the need to write for the reader – whether it is parents, teachers, helpers or other children.  
 Children to take responsibility of their presentation and content of their work.

I can work with my partner.  
 I can share ideas with my group.  
 I can work as part of a team.  
 I can work responsibility with other people.  
 I can respect the opinions of other people.  
 I can take turns speaking.  
 I can be conscientious listener.