

Learn and Grow Together



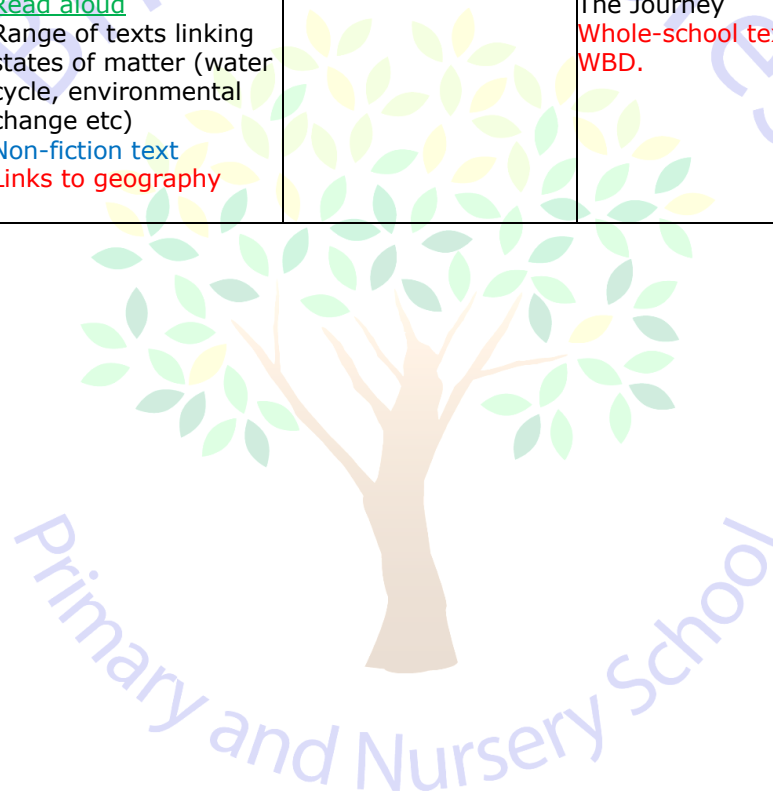
# LKS2 English Overview 2025-2026

At BFPNS, we create a caring family of resilient learners, enabling all individuals to thrive in our community.

Belonging, Caring, Resilience, Integrity

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Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y3 Reading</b> STEM link: <a href="https://www.stem.org.uk/teaching-science-through-stories">https://www.stem.org.uk/teaching-science-through-stories</a>						
<b>Core Text:</b>	The Together Tree Whole-school text Links to PSHE, DEIB, school values Little Red: A Howling Good Fairy Tale with a Twist Fairy Tale Builds on from Year 2 Blue John Key story - fiction Links to science	Song of the River: Part 1 Key story Links to geography The Rhythm of the Rain (water cycle) Links to science Read aloud Range of texts linking states of matter (water cycle, environmental change etc) Non-fiction text Links to geography	The Wild Robot Key story Links to geography and science	The Story of Frog Belly Rat Bone Key story - fiction Links to science (STEM activities available). Stone Age Boy Key story - fiction The Journey Whole-school text for WBD.	The Iron Man Key story - fiction Links to science (STEM activities available). Range of texts linking to the UK Non-fiction text Links to history - Neolithic - Iron Age. Firework Night (Enid Blyton) Classic poetry Links to science	The Chocolate Tree (A Mayan Folktale) Key story Links to history The School Kid's Rap Contemporary poetry Range of texts linking to the ancient civilisation - the Mayans Non-fiction text Links to history



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## Termly Progression: Year 3

Term	Autumn	Spring	Summer	National Curriculum
<b>Strategies</b>	Multiple reading strategies are actively modelled throughout the reading and wider curriculum: Repeated Oral Reading, echo and choral reading.			<b>Word Reading</b>
<b>Word Reading</b>	Recap prior learning of root words, prefixes and suffixes. Recognise these word parts in key vocabulary. Building on from KS1, begin to read further common exception words.	Children use root words, prefixes and suffixes to support them to read aloud new words. Children continue to read further exception words and discuss how they may sound different to the spelling.	Children use their knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words. They can read further exception words (Yr3), noticing the difference between spelling and sound.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.  Read further exception words, noticing the difference between spelling and sound.
<b>Reading comprehension skills</b>	Recap strategies for working out the meanings of unfamiliar words.	Children can unpick the meaning of new words and apply to understanding.	Children are growing in confidence to check that a text makes sense, discussing understanding and meaning of words in context ( <b>vocabulary</b> ).	<b>Comprehension</b> 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.
	Children are developing their <b>vocabulary</b> from across the curriculum (see Knowledge Organisers). They can apply this knowledge to develop their comprehension.	Children are beginning to explore how words and phrases make the reader feel: 'Read as a reader' ( <b>vocabulary</b> ).	Children can identify words in text that give a specific meaning ( <b>vocabulary</b> ).	Using dictionaries to check the meaning of words I have read.
	Recap prior learning on making <b>inference</b> on the basis of what is being said and done. Children are making <b>inferences</b> about characters based on speech and actions. Children can <b>ask questions</b> to further develop their understanding.	Children are beginning to use background knowledge and clues from the text to support <b>inferences</b> .  Children can share reasons for <b>inferences</b> both verbally and in written form.	Children are becoming more confident in using background knowledge and clues from the text to create well thought-out <b>inferences</b> . With support, children can check their own <b>inferences</b> are accurate by finding evidence from within the text.	Becoming more familiar 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 my understanding through intonation, tone, volume and action.
	Recap prior learning from KS1 on making <b>predictions</b> based on what has been read so far. Children can make <b>predictions</b> based on what they know.	Children can unpick the main events from a text so far and use this information to make a <b>plausible prediction</b> about what might happen next.	Children understand that <b>prediction</b> is a type of <b>inference</b> . Children can discuss how <b>predictions</b> could be made from details that are implied.	Discussing words and phrases that capture the reader's interest and imagination.  Recognising some different forms of poetry (for example, free verse, narrative poetry)
	Children can recap learning from KS1 on <b>explaining</b> key aspects of fiction and non-fiction texts.	Children can explore strategies to check that a text makes sense. Provide opportunity to use strategies with familiar texts including unpicking the meaning of new words. Using some prompts, children can <b>explain</b> key features of texts.	Children are growing in confidence when checking the text makes sense. They do this by discussing understanding and <b>explaining</b> the meaning of words in context as well as its key themes. Verbally and in written form.	Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
	Children are beginning to <b>explain</b> key aspects in new texts.	Children continue to <b>retrieve</b> and record key information and key details from fiction and non-fiction texts.	Children are independently locating and recording key information in fiction texts and poetry such as dates, events and specific details about characters ( <b>retrieval</b> ).	Asking questions to improve my understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Children continue to <b>retrieve</b> and record key information and key details from fiction and non-fiction texts, both verbally and in writing.	Children continue to <b>retrieve</b> and record key information and key details from fiction and non-fiction texts. They can also <b>retrieve</b> and sequence key information.	Children can independently <b>summarise</b> a short extract of information both orally and in the written form.	Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these.
	Recap prior learning on sequencing key events from a text from KS1. Children can link sequencing to <b>summarising</b> and using a model, apply skills to <b>summarise</b> short extracts of familiar texts.	After multiple readings of a text to support understanding, children can verbally <b>summarise</b> the key points. Children are beginning to <b>summarise</b> information in the written form.		Identifying how language, structure, and presentation help me to understand the meaning of a text.
<b>Range of reading &amp; Fluency</b>	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Having opportunities to read books and authors they might not choose themselves; Being taught how to effectively choose books for reading; Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; Having increased familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; Having read books that are structured in different ways and reading for a range of purposes; Participating in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Children continue to develop their reading fluency, which includes reading accuracy, automaticity and prosody, through strategies such as choral reading, echo reading and repeated oral reading.			I can retrieve and record information from non-fiction.  I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

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	Y3 Writing					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spelling</b>	Following Spelling Shed – week by week; phonic links where appropriate using RWI. Look at common exception word and NC spelling lists.					
<b>Handwriting</b>	Following the <a href="#">Letterjoin programme</a> , with letter shape rhymes from Read Write Inc. <b>Taught through Writing Transcription.</b>					
<b>Purpose:</b>	<b>Write to entertain</b>	<b>Write to inform and persuade.</b>	<b>Write to entertain and inform.</b>	<b>Write to inform.</b>	<b>Write to entertain/inform.</b>	<b>Write to inform.</b>
<b>Grammar/ composition:</b>	Expectations for handwriting – pencil grip, body position, letter formation etc.  <b>The Place Value of Punctuation and Grammar</b> 4 weeks (1 objective per day).  2 weeks consolidation (used according to need).	<b>Continue to reinforce the functions of PVPG.</b>  - Teach how to organise writing into paragraphs. - Correctly using a/an - Revisit subject/verb focus	<b>Continue to reinforce the functions of PVPG.</b>  - Continue work on using paragraphs. - Retrieve different sentence types - Conjunctions	<b>Continue to reinforce the functions of PVPG.</b> - Writing simple (short) and complex sentences – varying sentence length for effect. - Headings and subheadings. - Conjunctions  Simple past to present perfect tense	<b>Continue to reinforce &amp; secure the functions of PVPG.</b> Recalling and using different clauses (main, adverbial, subordinating). Begin to use these to start sentences. Use command sentences and rhetorical questions to persuade.	<b>AFL check re: PVPG</b> Know and use reporting verbs. Varying sentence openers using adverbials. Further subordinating conjunctions: 'when', 'before', 'after', 'while'. Revisit headings and subheadings.
<b>Punctuation:</b>	Continue to reinforce the use of capital letters, full stops, ? ! from Y1. Commas in lists and apostrophes (from Y2)	Continue to reinforce the accurate use of punctuation for direct speech. Apostrophes for possession and contraction.	Sentence Types – Inverted commas to punctuate direct speech. - Punctuation leading into and out of speech. - Accurately apply inverted commas.	Noting and correcting own punctuation inaccuracies from Y1, Y2 and Y3).	<b>AFL dependent – secure use of all known punctuation to date.</b>	
<b>Vocabulary and spelling:</b>	Adjectives to describe sound and touch. <b>Spelling:</b> Words where 'ou' makes an /ow/ sound (e.g. house). Words where 'ou' makes an /u/ sound (e.g. double). Words where 'y' makes an /i/ sound (e.g. myth). Words ending in '-sure' and '-ture'. Words with the prefix 're-'.	<b>Spelling:</b> Words with the prefix 'dis-' and 'mis-' Words where '-ing', '-en' and '-ed' are added to multisyllabic words. Words with the 'ai' digraph (e.g. snail). Words with the 'ei' digraph (e.g. weigh).  Use dictionaries to check spellings. Use thesauruses to find appropriate synonyms.	<b>Spelling:</b> Words where 'ey' makes an /ai/ sound (e.g. they; disobey). Application of the suffix '-ly'. Words that are homophones. Words ending in 'al' and 'le'.  Use dictionaries to check spellings. Use thesauruses to find appropriate synonyms.	<b>Spelling:</b> Adding '-ally-' where the root word ends in '-ic'. Adding '-ly-' where the root word ends in '-le'. Adding '-ly' when words do not follow the spelling patterns. Words ending in '-er' when the root word ends in '-ch'.  Use dictionaries to check spellings.	<b>Spelling:</b> Words where 'ch' makes a /k/ sound (e.g. character; chemistry). Words where 'que' makes a /k/ sound (e.g. unique; opaque). Words where 'sc' makes a /s/ sound (e.g. science; scene). Words that are homophones.  Use dictionaries to check spellings.	<b>Spelling:</b> Words that end in '-sion'. Revision of spelling patterns learnt in Y3. AFL – secure spelling of known tricky/red words.

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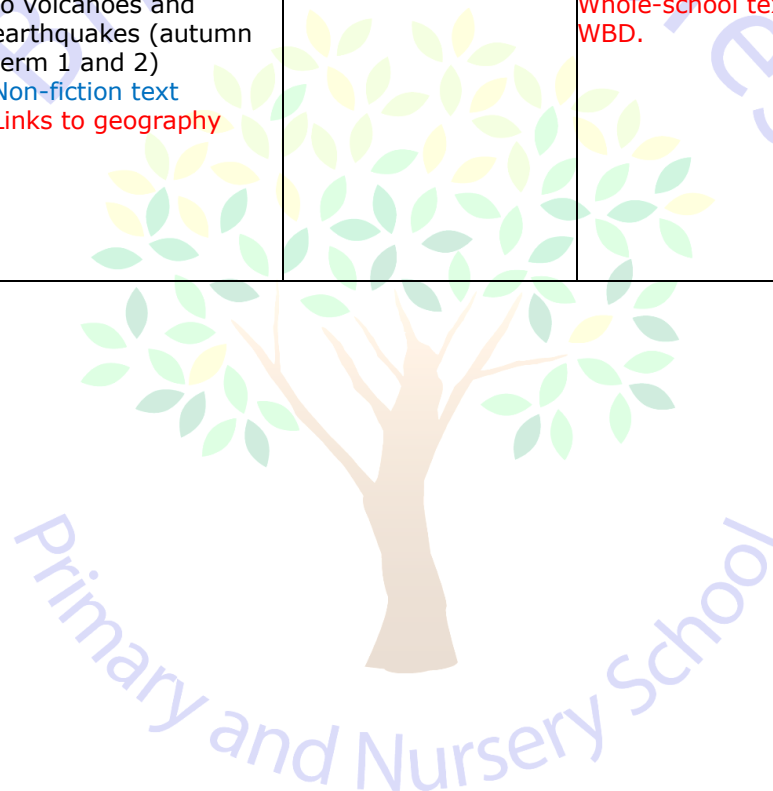
<p><b>Writing outcomes:</b></p> <p>Allow time for children to orally rehearse sentences prior to writing.</p>	<p>Plan, draft, evaluate and revise writing. Write own version of Little Red Riding Hood. Write a setting description of the dark cave.</p>	<p>Plan, draft, evaluate and revise writing. - Create a double-page spread that shows Cam's journey from the snow to the sea. - Write a letter to another year group to persuade them to use less water.</p>	<p>Plan, draft, evaluate and revise writing. Write a character description. Add a new character, introducing to Roz.</p>	<p>Plan, draft, evaluate and revise writing. Frog Belly Rat Bone's recount of events (to use scientific vocabulary). Setting description – based on the Stone Age Boy. Non-chronological reports comparing the movement from the Stone Age to the Iron Age.</p>	<p>Plan, draft, evaluate and revise writing. Write character descriptions of The Iron Man, comparing how he looks/feels at different points of the story. Write own poetry based on light.</p>	<p>Plan, draft, evaluate and revise writing. - Write own end of year rap to perform. - Write a recount on how the Mayans got to enjoy chocolate.</p>
<p><b>Specific national curriculum LOs for children:</b></p>	<p><i>Composition:</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Begin to 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;</li> <li>- Draft and write by composing and rehearsing sentences orally (including dialogue), beginning to progressively build a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2);</li> <li>- Evaluate and edit their writing by: <ul style="list-style-type: none"> <li>o Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>o Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>o Proof-read for spelling and punctuation errors.</li> <li>o 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.</li> </ul> </li> </ul>					
<p><i>Composition:</i> Pupils should be taught the above and: In narratives, to create settings, characters and plot. To organise paragraphs around a theme.</p> <p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use conjunctions to express time and cause. Use and begin to punctuate direct speech.</p>	<p><i>Composition:</i> Pupils should be taught the above and: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Extend the range of sentences with more than one clause by using a range of conjunctions. Begin to choose nouns or pronouns appropriate for clarity and cohesion, avoiding repetition.</p>	<p><i>Composition:</i> To organise paragraphs around a theme.</p> <p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use conjunctions and prepositions to express time and cause. Use and punctuate direct speech.</p>	<p><i>Composition:</i> Pupils should be taught the above and: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Consolidate and secure learning.</p>	<p><i>Composition:</i> Pupils should be taught the above.</p> <p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Consolidate and secure learning.</p>	<p><i>Composition:</i> Pupils should be taught the above.</p> <p><i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Consolidate and secure learning.</p>	

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Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y4 Reading</b> STEM link: <a href="https://www.stem.org.uk/teaching-science-through-stories">https://www.stem.org.uk/teaching-science-through-stories</a>						
<b>Core Text:</b>	The Together Tree Whole-school text Links to PSHE, DEIB, school values Let's Go to Italy Key story Links to history The London Eye Mystery Key story - fiction Links to history and geography Range of texts about England and Italy Non-fiction text Links to history	Escape from Pompeii Key story – fiction/NF Links to history Poetry Pie Poetry Links to science Range of texts linking to volcanoes and earthquakes (autumn term 1 and 2) Non-fiction text Links to geography	Along the Tapajós Key story – fiction/NF Links to geography Greta and the Giants Key story Links to geography	Beowulf Key story - fiction Links to history Biographies of significant people. Key texts The Journey Whole-school text for WBD.	Paolo: Emperor of Rome Key story – fiction/NF Links to history and geography Range of texts linking to the UK Non-fiction text Links to history – Romans	Roman Diary – The Journal of Iliona, a Young Slave Key story - fiction The Myth of Romulus and Remus Myths and Legends Links to history Range of texts linking to the UK Non-fiction text Links to history – Romans



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## Termly Progression: Year 4

Term	Autumn	Spring	Summer	National Curriculum
<b>Strategies</b>	Multiple reading strategies are actively modelled throughout the reading and wider curriculum: Repeated Oral Reading, echo and choral reading.			<b>Word Reading</b>
<b>Word Reading</b>	Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words. Read further exception words (Yr3 and some Yr 4)	Read further exception words (Yr3 and some Yr 4), noticing the difference between spelling and sound. Growing accuracy in use of root words, prefixes and suffixes to read unfamiliar words.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words (Yr 4), noticing the difference between spelling and sound.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.  Read further exception words, noticing the difference between spelling and sound.
<b>Reading comprehension skills</b>	With growing confidence, children can check that a text makes sense, discussing understanding and explaining the meaning of words in context ( <b>vocabulary</b> ). Children can use known strategies to identify meaning of new <b>vocabulary</b> . Children are confident to use dictionaries and knowledge organisers to check the meaning of words they have read.	Children can discuss words and phrases that capture reader's interest and imagination, and state how this effect has been achieved ( <b>vocabulary</b> ). With growing confidence, children can identify synonyms and know how to check that a chosen word makes sense in context.	Children can confidently check that a text makes sense, discussing understanding and <b>explaining</b> the meaning of words in context ( <b>vocabulary</b> ).	<b>Comprehension</b> I can develop my positive attitude to reading and understanding of what I 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 I have read. Becoming more familiar 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 my understanding through intonation, tone, volume and action.
	With increasing independence, children understand what has been read by drawing <b>inferences</b> such as inferring character's feelings, thoughts and motives from their actions	With increasing confidence, children can justify <b>inferences</b> with evidence. Children can share evidence both verbally and in written form. Children are beginning to show that they can empathise with characters.	Children understand what has been read by independently drawing <b>inferences</b> such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Discussing words and phrases that capture the reader's interest and imagination.  Recognising some different forms of poetry (for example, free verse, narrative poetry)
	Children are more confident in <b>predicting</b> what might happen from details stated and implied; they are able to share reasons for their predictions.	Children can confidently <b>predict</b> what might happen from details stated and implied, from both written and pictorial forms.	Children can make plausible <b>predictions</b> about what might happen from details stated and implied in unfamiliar texts; they are able to share clear reasons for their thoughts.	Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.  Asking questions to improve my understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Children can use structures and features of texts to support understanding. Children can discuss and <b>explain</b> key themes in texts to support their own and others understanding.	Children can discuss the author's choice of language and <b>explain</b> how this contributes to the overall meaning of the text.	Children can check that the text makes sense by discussing understanding and <b>explaining</b> the meaning of words in context.	Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these.
	In unfamiliar texts, children can <b>retrieve</b> and record from both fiction and non-fiction.	Children can <b>retrieve</b> and record from both fiction and non-fiction.	Children can independently <b>retrieve</b> and record from both fiction and non-fiction accurately.	
	Children can identify main ideas drawn from one paragraph of a familiar text and <b>summarise</b> these in verbal and written form	Children can identify main ideas from more than one paragraph from a familiar text and <b>summarise</b> these – verbally and in written form	Children can identify main ideas from more than one paragraph from an unfamiliar text and <b>summarise</b> these in written form.	
	<b>Range of reading &amp; Fluency</b>	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Having opportunities to read books and authors they might not choose themselves; Being taught how to effectively choose books for reading; Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; Having increased familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; Having read books that are structured in different ways and reading for a range of purposes; Participating in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Children continue to develop their reading fluency, which includes reading accuracy, automaticity and prosody, through strategies such as choral reading, echo reading and repeated oral reading.		

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Y4 Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spelling</b>	Following Spelling Shed – week by week; phonic links where appropriate using RWI. Look at common exception word and NC spelling lists.					
<b>Handwriting:</b>	Following the <a href="#">Letterjoin programme</a> , with letter shape rhymes from Read Write Inc <a href="#">Taught through Writing Transcription</a> .					
<b>Purpose:</b>	<b>Write to entertain and inform.</b>	<b>Write to entertain and inform.</b>	<b>Write to entertain and persuade.</b>	<b>Write to entertain and inform.</b>	<b>Write to entertain and persuade.</b>	<b>Write to inform and entertain</b>
<b>Grammar/ composition:</b>	Expectations for handwriting – pencil grip, body position, letter formation etc.  <b>The Place Value of Punctuation and Grammar</b> 4 weeks (1 objective per day).  2 weeks consolidation (used according to need).	<b>Continue to reinforce the functions of PVPG.</b>  - Revisit Y3 work on conjunctions and paragraphing. - Co-ordination and Subordination - Nouns and noun phrases - Revisit different types of sentences. - Know standard English for was/were	<b>Continue to reinforce the functions of PVPG.</b> Irregular past tense verb forms.  - Revisit headings/ subheadings. - Fronted adverbials, including the placing of the comma.	<b>Continue to reinforce &amp; secure the functions of PVPG.</b>  - ‘Drop in’ clauses (appositives). - Use present perfect form to place events in time. - Using modifying adjectives, nouns and prepositions.	<b>Continue to reinforce &amp; secure the functions of PVPG.</b>  - Further work on the use of prepositions. - Repetition to persuade, e.g. ‘find us to find the fun.’ - Use rhetorical questions to engage. - Paragraphs of varying lengths to emphasise (‘Show, don’t tell’). - Use different sentence openers.	<b>PVPG AFL check</b>  - Deepen the use of fronted adverbials. Begin to use dialogue to reveal a character (dialogue + verb + adverb). - Deepen the use of conjunctions, adverbs and prepositions to express time, place, cause and manner (description + how + where). - Use nouns and pronouns for clarity and cohesion.
<b>Punctuation:</b>		Non-negotiable punctuation: Years 1 to 3 knowledge. Continue to consolidate the use of apostrophes for possession.	Use of commas after a reporting clause/fronted adverbial. Secure the use of the possessive apostrophe with singular nouns.	Noting and correcting own punctuation inaccuracies – editing. Secure the use of possessive apostrophe with plural nouns.	Revisit and secure all known punctuation.	
<b>Vocabulary and spelling:</b>	Consolidate terminology from Y2 and Y3. <b>Spelling:</b> Words that are homophones. Words with the prefixes: ‘in-’, ‘il-’, ‘im-’, ‘ir-’, ‘sub-’ and ‘inter-’. Words ending (suffixes) in ‘-ation’.	<b>Spelling:</b> Words that are often misspelled. Continue with words ending in ‘-ation’. Suffixes: ‘-ly’, ‘-lly’, ‘-sion’ and ‘-ous’. Words where ‘ch’ makes a /sh/ sound (e.g. <i>chalet</i> , <i>machine</i> , <i>parachute</i> ).	Balancing nouns and pronouns to avoid ambiguity Introduce antonyms. <b>Spelling:</b> Words ending in ‘-ous’ where ge from the root word remains (e.g. <i>courageous</i> ). Words where ‘i’ makes an /ee/ sound ( <i>pizza</i> ). Suffixes: -ious and -eous. Words where ‘au’ makes an /or/ sound (August). Recap words ending in ‘-tion’.	Advance identification and use of poetic devices: alliteration, repetition and rhyme. Introduce similes. <b>Spelling:</b> Recap words ending in ‘-sion’. Words ending in ‘-cian’. Words that are adverbs of manner. Words that are homophones.	Deepen the use of modifying adjectives, nouns and prepositional phrases. Secure tense consistency. <b>Spelling:</b> Words that are spelled with ‘c’ before ‘i’ and ‘e’. Words containing ‘sol’ and ‘real’. Words containing ‘phon’ and ‘sign’. Words with the prefixes: ‘super-’, ‘anti-’, ‘auto-’ and ‘bi-’.	<b>Spelling:</b> Secure spelling included on the Y3/4 spelling list. Words containing an apostrophe for possession.  AFL: Revision of spelling patterns learned so far.

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# Learn and Grow Together

<b>Writing outcomes:</b>	Plan, draft, evaluate and revise writing. Write own blog detailing a trip around Italy. London Eye character interrogation and descriptions – what are their roles in the story?	Plan, draft, evaluate and revise writing. A report on the eruption of Mount Vesuvius – include quotations. Non-fiction reporting on volcanoes and earthquakes. Write own poem about healthy eating. Read and perform poetry.	Plan, draft, evaluate and revise writing. Advance the use of story planning to include 5 parts. Write diary entries from a character’s perspective – what does it feel like to have leave your home? Recount of Greta’s findings to persuade others to think about the environment.	Plan, draft, evaluate and revise writing. Write Beowulf’s biography. Write own biography (looking into the future). Writing linked to The Journey.	Plan, draft, evaluate and revise writing. Persuasive writing: Should Paolo return to the hairdressers or continue to visit places in Rome? Write the next chapter as to where Paolo would visit next.	Plan, draft, evaluate and revise writing. Fast-forward to modern times, write a diary entry to explain how things are different. Make comparisons and draw on knowledge as to how the Romans helped today’s world. Create a leaflet to show knowledge of how the Romans impacted on our lives today.						
<b>Specific national curriculum LOs for children:</b>	<p><i>Composition:</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- 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 (English Appendix 2);</li> <li>- Evaluate and edit writing by:             <ul style="list-style-type: none"> <li>o Assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> <li>o Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>o Proof-read for spelling and punctuation errors.</li> <li>o 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.</li> </ul> </li> </ul> <table border="1" data-bbox="387 794 2143 1257"> <tr> <td data-bbox="387 794 680 1257"> <i>Composition:</i> Pupils should be taught the above and: In narratives, to create settings, characters and plot. To organise paragraphs around a theme.  <i>Vocabulary, grammar and punctuation:</i> Pupils should revisit: The use of expanded noun phrases. The use of determiners. Use conjunctions to express time and cause. Use and punctuate direct speech.         </td> <td data-bbox="680 794 974 1257"> <i>Composition:</i> Pupils should be taught the above and: In non-narrative material, use simple organisational devices [for example, headings and sub-headings] To organise paragraphs around a theme.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use commas after fronted adverbials.         </td> <td data-bbox="974 794 1267 1257"> <i>Composition:</i> Pupils should be taught the above and: In narratives, to create settings and characters. To organise paragraphs around a theme.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Indicate possession by using the possessive apostrophe with plural noun. Use commas after fronted adverbials.         </td> <td data-bbox="1267 794 1561 1257"> <i>Composition:</i> Pupils should be taught the above.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Indicate possession by using the possessive apostrophe with plural nouns.         </td> <td data-bbox="1561 794 1854 1257"> <i>Composition:</i> Pupils should be taught the above.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use the present perfect form of verbs.         </td> <td data-bbox="1854 794 2143 1257"> <i>Composition:</i> Pupils should be taught the above.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use conjunctions, adverbs and prepositions to express time and cause. Use commas after fronted adverbials.         </td> </tr> </table>						<i>Composition:</i> Pupils should be taught the above and: In narratives, to create settings, characters and plot. To organise paragraphs around a theme.  <i>Vocabulary, grammar and punctuation:</i> Pupils should revisit: The use of expanded noun phrases. The use of determiners. Use conjunctions to express time and cause. Use and punctuate direct speech.	<i>Composition:</i> Pupils should be taught the above and: In non-narrative material, use simple organisational devices [for example, headings and sub-headings] To organise paragraphs around a theme.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use commas after fronted adverbials.	<i>Composition:</i> Pupils should be taught the above and: In narratives, to create settings and characters. To organise paragraphs around a theme.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Indicate possession by using the possessive apostrophe with plural noun. Use commas after fronted adverbials.	<i>Composition:</i> Pupils should be taught the above.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Indicate possession by using the possessive apostrophe with plural nouns.	<i>Composition:</i> Pupils should be taught the above.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use the present perfect form of verbs.	<i>Composition:</i> Pupils should be taught the above.  <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use conjunctions, adverbs and prepositions to express time and cause. Use commas after fronted adverbials.
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At BFPNS, we create a caring family of resilient learners, enabling all individuals to thrive in our community.

Belonging, Caring, Resilience, Integrity