



Reading	
Decoding/Reading for Pleasure	<ul style="list-style-type: none"> Develop a positive attitude to reading and understand what is read. Listen to and read a wide range of books, including fairy tales, myths and legends, and retell some of these orally. Read books that are structures in different ways. Ask questions to improve understanding. Read more exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Deduce and Infer	<ul style="list-style-type: none"> Locate information by skimming and scanning. Retrieve and record information from a text. Draw inferences such as inferring character's feelings, thoughts and motives from their actions. Justify inferences from evidence. Predict what might happen from details stated and implied. Summarise and explain the main points in a text, referring back to the text to support this. Identify main themes from one paragraph and summarise.
Language for effect	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read. Identify how language structure and presentation contribute to meaning. Explain why authors use certain words and phrases. Identify language features of some different text types.
Themes	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of genres. Recognise some different forms of poetry. Identify differences between fiction and non-fiction genres. Discuss and explain the meaning of words in context.

Writing	
Transcription	<ul style="list-style-type: none"> Meet Year 3 spelling expectations (see Appendix A) Write legibly with letters of consistent size and orientation in a cursive style. Can use the first two or three letters of a word to check its spelling in a dictionary.
Sentence	<ul style="list-style-type: none"> Understand term word classes Use pronouns appropriately for clarity. Express time, place and cause using conjunctions (when,before,after), adverbs (then, next, soon) or prepositions (before, after, during) Identify the main and subordinate clause in a sentence Use paragraphs as a way to group related material Use imperative, regular and irregular verbs accurately when required in a range of genre. Write, from memory, simple sentences dictated by a teacher with the correct punctuation. Use the determiner a/an correctly in all forms of writing.
Vocabulary, grammar and Punctuation	<ul style="list-style-type: none"> Understand the word 'omit'; mission, possess; possession' in relation to the use of apostrophes. Use a variety of punctuation for effect. Use inverted commas to punctuate direct speech. Use a comma to mark a pause in a complex sentence Use apostrophes accurately when spelling contractions.
Language for Effect	<ul style="list-style-type: none"> Can confidently use a range of sentence openers to create variety and effect. Confidently use a range of adjectives and adverbs to create variety and effect.
Composition	<ul style="list-style-type: none"> Can plan, compose and rehearse on writing. Can use the features of non-narrative material. Can create settings, character and plot in narrative writing. Can write in a variety of genre.

	<ul style="list-style-type: none"> Can proof read my work to check for spelling, grammar and punctuation errors. Can assess the effectiveness of my own and others writing. Can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. Can read aloud to a group using the appropriate intonation and control the tone and volume so the meaning is clear.
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Spelling															
Revision of Y1 and Y2	Pay special attention to the rules for adding suffixes.														
	<table border="1"> <tr> <td>Adding suffixes beginning with vowel letters to words of more than one syllable</td> <td><i>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</i></td> </tr> <tr> <td>The sound spelt y elsewhere than at the end of words / /</td> <td><i>myth, gym, Egypt, pyramid, mystery</i></td> </tr> <tr> <td>The sound spelt ou / /</td> <td><i>young, touch, double, trouble, country</i></td> </tr> <tr> <td>More prefixes</td> <td><i>dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antisocial auto-: autobiography, autograph</i></td> </tr> <tr> <td>The suffix -ation</td> <td><i>information, adoration, sensation, preparation, admiration</i></td> </tr> <tr> <td>The suffix -ly</td> <td><i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</i></td> </tr> <tr> <td>Words with endings sounding like /ʒə/ or /t ə/</td> <td><i>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</i></td> </tr> </table>	Adding suffixes beginning with vowel letters to words of more than one syllable	<i>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</i>	The sound spelt y elsewhere than at the end of words / /	<i>myth, gym, Egypt, pyramid, mystery</i>	The sound spelt ou / /	<i>young, touch, double, trouble, country</i>	More prefixes	<i>dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antisocial auto-: autobiography, autograph</i>	The suffix -ation	<i>information, adoration, sensation, preparation, admiration</i>	The suffix -ly	<i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</i>	Words with endings sounding like /ʒə/ or /t ə/	<i>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</i>
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Endings which sound like /ʒən/	<i>division, invasion, confusion, decision, collision, television</i>
The suffix -ous	<i>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</i>
Endings which sound like spell -tion, -sion, -ssion, -cian /ʃən/,	<i>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</i>
Words with the /k/ sound spelt ch (Greek in origin)	<i>scheme, chorus, chemist, echo, character</i>
Words with the sound spelt ch (mostly French in origin) /ʃ/	<i>chef, chalet, machine, brochure</i>
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	<i>league, tongue, antique, unique</i>
Words with the /s/ sound spelt sc (Latin in origin)	<i>science, scene, discipline, fascinate, crescent</i>
Words with the sound spelt ei, eigh, or ey /eɪ/	<i>vein, weigh, eight, neighbour, they, obey</i>
Possessive apostrophe with plural words	<i>girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</i>
Homophones and near-homophones	<i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, graan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</i>

Word List	
accident(ally)	interest
actual(ly)	island
address	knowledge
answer	learn
appear	length
arrive	library
believe	material
bicycle	medicine
breath	mention
breathe	minute
build	natural
busy/business	naughty
calendar	notice
caught	occasion(ally)
centre	often
century	opposite
certain	ordinary
circle	particular
complete	peculiar
consider	perhaps
continue	popular
decide	position
describe	possess(ion)
different	possible
difficult	potatoes
disappear	pressure
early	probably
earth	promise
eight/eighth	purpose
enough	quarter
exercise	question
experience	recent
experiment	regular
extreme	reign
famous	remember
favourite	sentence
February	separate
forward(s)	special
fruit	straight
grammar	strange
group	strength
guard	suppose
guide	surprise
heard	therefore
heart	though/although
height	thought
history	through
imagine	various
increase	weight
important	woman/women