GRAMMAR

Year 3/4 objective
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Year 4 objective

School selection (year group, class, cycle, etc.)	Fiction, Non-fiction or Poetry	Teaching Sequence	multi-clause sentences / coordinating conjunctions	present perfect	nouns & pronouns	conjunctions: time, place, cause	adverbs: time, place, cause	prepositions: time, place, cause	fronted adverbials	commas after fronted adverbials	possessive apostrophe	punctuating direct speeech
			extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if because, although* (Y3/4)	using the present perfect form of verbs instead of the simple past tense (e.g. *He has gone out to play* contrasted with *He went out to play*) (Y3)	choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4)	conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*) and prepositions (e.g. *before, after, during, in, because of*) to express time,	conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*) and prepositions (e.g. *before, after, during, in, because of*) to express time,	conjunctions (e.g. *when, before, after, while, so, because*), adverbs (e.g. *then, next, soon, therefore*) and prepositions (e.g. *before, after, during, in, because of*) to express time,	using fronted adverbials (Y4)	using commas after fronted adverbials (Y4)	indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)	using and punctuating direct speech (Y3/4)
			constructing sentences	*verbs*	*nouns and noun phrases*	*constructing sentences*	*adverbs and adverbials*	*adverbs and adverbials*	*adverbs and adverbials*	*adverbs and adverbials / punctuation*	*punctuation*	*punctuation*
A1	Fiction	Gregory Cool										X
A1	Non-fiction	Dare to Care Pet Dragon	X			X		X	X	X		
A2	Non-fiction	A Question of History	X		X	X	X	X	X	X		
A2.	Fiction	Mog's Christmas Calamity	X			X			X			X
Sp1	Non-fiction	An Anthology of Intriguing Animals	X		X	X	X	X			X	
Sp 1/2	Non-fiction	Fantastically Great Women who Changed the World					X	X	X	X		
Sp2	Fiction	Usborne Illustrated Grimm's Fairy Tales					X	X	X	X	X	X
Su 1	Fiction	The Paperbag Prince		X			X	X	X	X		
Su 1	Non-fiction	Interview with a Tiger			X			X				
Su 2	Fiction	Finn Family Moomintroll	X			X	X					X
Su2	Poetry	Beachcomber										
		No. sequences covering objective:	5	1	3	5	6	7	6	5	2	4

WRITING (COMPOSITION)

noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to *the strict maths teacher with curly hair*) (Y4)	noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to *the strict maths teacher with curly hair*) (Y4)	[introduction to] inverted commas to punctuate direct speech (Y3)	inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (Y4)	[introduction to] paragraphs as a way to group related material (Y3)	paragraphs to organise ideas around a theme (Y4)	headings and subheadings to aid presentation (Y3)	Standard English forms for verb inflections instead of local spoken forms (e.g. *we were* instead of *we was* or *I did* instead of *I done*) (Y4)
nouns and noun phrases	***nouns and noun phrases***	***punctuation***	***punctuation***	***cohesion / structure***	***cohesion / structure***	***layout***	***verbs***
expanded noun phrases pre mod	**expanded noun phrases prep phrases**	**inverted commas for direct speech**	**inverted commas and other speech punctuation**	**paragraphs to group material**	**paragraphs to organise**	**headings & subheadings**	**Standard English for verbs**
X		X	X				
				X	X	X	
		X	X	X	X		
				X	X	X	
X	X			X	X	X	X
		X	X				
X	X						
X	X						
X		X	X				
X	X						
6	4	4	4	4	4	3	1

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	plan their writing by: discussing and recording ideas	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)	draft and write by: organising paragraphs around a theme	draft and write by: in narratives, creating settings, characters and plot	draft and write by: in narratives, creating settings, characters and plot	draft and write by: in narratives, creating settings, characters and plot
plan based on model	**plan discuss and record**	**vocabulary**	**structure: paragraphing**	**settings**	**characters**	**plot**
X		X		X	X	
X	X	X				
X	X	X	X			
		X	X	X	X	X
X	X	X	X			
X	X	X	X			
X	X	X		X	X	
X	X	X		X	X	X
X	X					
X	X			X		X
X	X	X				
10	9	9	4	5	4	3

READING (COMPREHENSION)

draft and write by: in non-narrative material, using simple organisational devices (e.g. headings and subheadings)	evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements	evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	proofread for spelling and punctuation errors	read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
organisational devices	**evaluate**	**propose changes**	**proofread**	**read aloud**
	X		X	
X	X	X	X	
X	X	X	X	
	X			
X	X	X	X	
X	X	X	X	
	X	X	X	X
	X	X	X	
X	X	X	X	X
	X	X	X	X
	X		X	
5	11	8	10	4

develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words they have read	develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books	develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination	develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry (e.g. free verse, narrative poetry)	understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text
wide range of texts	**structure and purpose**	**word meanings**	**familiarity & retelling**	**themes & conventions**	**performance**	**language**	**poetry**	**checking words in cotext**	**questioning**
				X		X		X	
	X								X
X	X								X
X			X	X					
	X	X							
X	X			X					
X	X	X	X	X					
X				X		X			
X	X	X						X	X
X			X	X	X	X		X	X
X					X	X	X	X	X
8	6	3	3	6	2	4	1	4	5

understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied	understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these	understand what they read, in books they can read independently, by: identify how language, structure and presentation contribute to meaning	understand what they read, in books they can read independently, by: identify how language, structure and presentation contribute to meaning	understand what they read, in books they can read independently, by: identify 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
inference	**predicting**	**summarising**	**language**	**structure**	**presentation**	**retrieval (non-fiction)**	**discussion about reading**
X		X	X				X
	X		X	X	X	X	
		X	X	X	X	X	X
X		X					X
						X	
				X	X	X	
							X
X			X	X			X
X			X	X	X	X	
X	X						X
X			X	X	X		X
6	2	3	6	6	5	5	7

SPOKEN LANGUAGE

listen and respond appropriately to adults and their peers	ask relevant questions to extend their understanding and knowledge	use relevant strategies to build their vocabulary	articulate and justify answers, arguments and opinions	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
		X		X		
X		X	X			X
	X		X	X	X	
			X			X
	X	X				
X	X			X	X	
		X			X	
		X		X		X
	X					
		X				
X	X		X		X	X
#REF!	5	6	4	4	4	4

speak audibly and fluently with an increasing command of Standard English	participate in discussions, presentations, performances, role play, improvisations and debates	gain, maintain and monitor the interest of the listener(s)	consider and evaluate different viewpoints, attending to and building on the contributions of others	select and use appropriate registers for effective communication
	X			
	X			
X	X	X	X	X
X		X		X
	X	X		X
	X			X
				X
2	5	3	1	5