

Mixed Age Planning for Year 3 & Year 4 Term 1

Year A

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Narrative - setting	Y3 - 1,8, 9, 11, 16 (GfW 8)	Grammatical Awareness Y3 -1, 10, 11, 12 (GfW 6) Y4 - 1 Punctuation Y3 - 6 (GfW 3) Function of Verbs Y3 – 3, 5 (GfW 1)	Spelling Strategies Y3 - 5, 6, 7 Y4 - 2, 3, 4 Inferring meaning – Y3 - 14	2	Stories with familiar settings	- Story with setting
Narrative - dialogue	Y3 - 2, 3, 9, 10, 16 (GfW 8)	Grammatical Awareness Y3 - 1, 2 Y4 - 1 Verb Tenses Y3 - 4 (GfW 2) Y4 – 2 (GfW 21) Punctuation: speech Y3 - 7, 8 (GfW 4)	Spelling Verb endings Y3 - 8 (SB p.4) Y4 – 7, 8 (SB p23-24) Synonyms Y3 - 17 Dialogue Vocabulary Y3 - 19	2	Stories with familiar settings and Plays	- Story with dialogue
Plays	Y3 - 4, 5, 15	Grammatical Awareness Y3 - 1, 2, 10 Function of Verbs Y3 – 3, 5 (GfW 1) Adverbs Y4 - 4 (GfW 23) Punctuation: speech Y3 - 7 (GfW 4)	Phonemes & HFW Y3 - 1, 2, 3 Y4 – 1 Homophones Y4 - 6 Handwriting Y3 - 20 Y4 - 15, 16	2	Oral and written plays	- Perform simple playscripts

Mixed Age Planning for Year 3 & Year 4 Term 1

Year A

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Poetry	Y3 - 6, 7, 8, 9, 13, 14	Grammatical Awareness Y3 – 1, 10 Function of Verbs Y3 - 5 (GfW 1) Powerful Verbs Y4 - 3 (GfW 22)	Syllables Y3 – 4 Y4 - 5 Spelling Patterns Y3 - 9 (SB p.5) Inferring meaning Y3 – 14 Synonyms Y3 - 16, 18 Dictionary Work Y4 W13	2	Poems based on observation and the senses	- Poetry presentation - Poem
Fact and fiction	Y3 - 17, 18	Grammatical Awareness Y3 – 1, 10 Punctuation: ? ! Y3 6 (GfW 3) Devices for presenting text Y3 - 9 (GfW 5)	Prefixes and Root Words Y3 - 10, 11 (SB p.6-7), 12	1	Information books on topics of interest	- Evaluation of non-fiction texts
Reports	Y3 - 17, 19, 20, 21, 22, 23 (GfW 9)	Devices for presenting text Y3 - 9 (GfW 5) Commas Y3 -13 (GfW 7) Y4 - 5 (GfW 24)	Dictionary Work Y3 - 13, 15 Y4 - 11, 12 Handwriting Y3 – 21 Y4 – 17 Suffixes Y4 – 14 (SB p.27)	2	Non-chronological reports	- Notes - Report linked to another curriculum area

Year 3 & 4 Term 1 Year A		Text(s): Stories with familiar settings Outcomes: Story with setting
Unit: Narrative - setting		Outcomes: Story with setting
Duration: 2 weeks		Outcomes: Story with setting
Text level objectives	Sentence level objectives	Word level objectives
All text level objectives are from year 3 for year A of the cycle.	Sentence level objectives cover all of years 3 & 4 objectives	Word level objectives cover all of years 3 & 4 objectives
<p>Y3 T1 to compare a range of story settings, and to select words and phrases that describe scenes;</p> <p>Y3 T8 to express their views about a story or poem, identifying specific words and phrases to support their viewpoint;</p> <p>Y3 T9 to generate ideas relevant to a topic by brainstorming, word association, etc.;</p> <p>Y3 T11 to develop the use of settings in own stories by:</p> <ul style="list-style-type: none"> - writing short descriptions of known places; - writing a description in the style of a familiar story; - to investigate and collect sentences/phrases for story openings and endings – use some of these formal elements in re-telling and story writing; <p>Y3 T16 to begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories. (Grammar for Writing Unit 8)</p>	<p><u>Grammatical Awareness</u></p> <p>Y3 S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>Y4 S1 to re-read own writing to check for grammatical sense coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions</p> <p><u>Sentences</u></p> <p>Y3 S10 to identify the boundaries between separate sentences in reading and in their own writing;</p> <p>Y3 S11 to write in complete sentences;</p> <p>Y3 S12 to demarcate the end of a sentence with a full stop and the start of a new one with a capital letter. (Grammar for Writing Unit 6)</p> <p><u>Punctuation</u></p> <p>Y3 S6 to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing; (Grammar for Writing Unit 3)</p>	<p><u>Spelling Strategies</u></p> <p>Y3 W5 Y4 W2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>Y3 W6 Y4 W3 to use independent spelling strategies, including;</p> <ul style="list-style-type: none"> - sounding out and spelling using phonemes; - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?); - building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; spelling by analogy with other known words, e.g. <i>light, fright</i>; - using word banks, dictionaries, etc.; <p>Y3 W7 Y4 W4 to practise new spellings regularly by 'look, say, cover, write, check' strategy</p> <p><u>Inferring Meaning</u></p> <p>Y3 W14 to infer the meaning of unknown words From context.</p>

<p>Year 3 & 4 Term 1 Year A Unit: Narrative – setting (cont.) Duration: 2 weeks</p>	<p>Text(s): Stories with familiar settings Outcomes: Story with setting</p>	
<p>Text level objectives All text level objectives are from year 3 for year A of the cycle.</p>	<p>Sentence level objectives Sentence level objectives cover all of years 3 & 4 objectives</p>	<p>Word level objectives Word level objectives cover all of years 3 & 4 objectives</p>
	<p><u>Function of Verbs</u></p> <p>Y3 S3 the function of verbs in sentences through;</p> <ul style="list-style-type: none"> - noticing that sentences cannot make sense without them; - collecting and classifying examples of verbs from reading and own knowledge, e.g. <i>run, chase, sprint; eat, consume, gobble; said, whispered, shrieked;</i> - experimenting with changing simple verbs in sentences and discussing their impact on meaning; <p>Y3 S5 to use the term ‘verb’ appropriately; (Grammar for Writing Unit 1)</p>	

Skills Progression Chart

Mixed Age Planning Years 3 & 4 Term 1 Year A – Related Text Level Objectives

Unit: Narrative Setting		Reading Comprehension	Writing Composition
Earlier Text Level Objectives	Y2 T2	T5 To discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour	T13 To use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting
	Y4 T1	T1 To investigate how settings and characters are built up from small details and how the reader responds to them;	
Later Text Level Objectives	Y4 T2	T1 To understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show the writer has evoked it through detail; T2 To understand how settings influence events and incidents in stories and how they affect characters' behaviour;	T10 To develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively
		T3 To compare and contrast settings across a range of stories; to evaluate and justify preferences	

<p>Year 3 & 4 Term 1 Year A Unit: Narrative - dialogue Duration: 2 weeks</p>	<p>Text(s): Stories with familiar settings and plays Outcomes: Stories with dialogue</p>	
<p>Text level objectives All text level objectives are from year 3 for year A of the cycle.</p>	<p>Sentence level objectives Sentence level objectives cover all of years 3 & 4 objectives</p>	<p>Word level objectives Word level objectives cover all of years 3 & 4 objectives</p>
<p>Y3 T2 how dialogue is presented in stories, e.g. Through statements, questions, exclamations; how paragraphing is used to organise dialogue;</p> <p>Y3 T3 to be aware of the different voices in stories Using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories;</p> <p>Y3 T9 to generate ideas relevant to a topic by brainstorming, word association; etc.;</p> <p>Y3 T10 using reading as a model, to write own passages of dialogue;</p> <p>Y3 T16 begin to organise stories into paragraphs; to being to use paragraphing in presentation of dialogues in stories. (Grammar for Writing Unit 8)</p>	<p><u>Grammatical Awareness</u></p> <p>Y3 S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>Y3 S2 to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud;</p> <p>Y4 S1 to re-read own writing to check for grammatical sense coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions;</p>	<p><u>Spelling Verb endings</u></p> <p>Y3 W8 how the spellings of verbs alter when <i>-ing</i> is added; (Spelling Bank p.4)</p> <p>Y4 W7 to spell regular verb endings <i>s, ed, ing</i> (link to grammar work on tenses) (Spelling Bank p.23)</p> <p>Y4 W8 to spell irregular tense changes, e.g. <i>go/went, can/could</i> (Spelling Bank p.24)</p> <p><u>Synonyms</u></p> <p>Y3 W17 to generate synonyms for high frequency words, e.g. <i>big, little, like, good, nice, nasty</i>;</p> <p><u>Dialogue Vocabulary</u></p> <p>Y3 W19 common vocabulary for introducing and concluding dialogue, e.g. <i>said, replied, asked</i>. Collect examples from reading.</p>

<p>Year 3 & 4 Term 1 Year A Unit: Narrative – dialogue (cont.) Duration: 2 weeks</p>	<p>Text(s): Stories with familiar settings and plays Outcomes: Stories with dialogue</p>	
<p>Text level objectives All text level objectives are from year 3 for year A of the cycle.</p>	<p>Sentence level objectives Sentence level objectives cover all of years 3 & 4 objectives</p>	<p>Word level objectives Word level objectives cover all of years 3 & 4 objectives</p>
	<p><u>Verb Tenses</u></p> <p>Y3 S4 to use verb tenses with increasing accuracy in speaking and writing, e.g. <i>catch/caught</i>, <i>see/saw</i>, <i>go/went</i>, etc. Use past tense consistently for narration; (Grammar for Writing Unit 2)</p> <p>Y4 S2 to revise work on verbs from Y1 T3 and to investigate verb tenses: (past, present and future):</p> <ul style="list-style-type: none"> - Compare sentences from narrative and information texts, e.g. narrative in the past tense, explanations in present tense (e.g. “when the circuit is ...”); forecasts/directions etc. in the future. Develop awareness of how tense relates to purpose and structure of text; - To understand the term ‘tense’ (i.e. that it refers to time) in relation to verbs and use it appropriately; - Understand that one test of whether a word is a verb whether or not its tense can be changed; (Grammar for Writing Unit 21) <p><u>Punctuation: Speech</u></p> <p>Y3 S7 the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> - identifying speech marks in reading; - beginning to use in own writing; - using capital letters to mark the start of direct speech. <p>Y3 S8 to use the term ‘speech marks’. (Grammar for Writing Unit 4)</p>	

Skills Progression Chart

Mixed Age Planning Years 3 & 4 Term 1 Year A – Related Text Level Objectives

Unit: Narrative - dialogue		Reading Comprehension	Writing Composition
Earlier Text Level Objectives	Y2 T3		T10 to write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story.
	Y3 T3		T13 to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative.
Later Text Level Objectives	Y4 T3	T3 to understand how paragraphs or chapters are used to collect, order and build up ideas.	

Year 3 & 4 Term 1 Year A		Text(s): Oral and written plays Outcomes: Perform simple playscripts.
Unit: Plays Duration: 2 weeks		
Text level objectives	Sentence level objectives	Word level objectives
All text level objectives are from year 3 for year A of the cycle.	Sentence level objectives cover all of years 3 & 4 objectives	Word level objectives cover all of years 3 & 4 objectives
<p>Y3 T4 to read, prepare and present playscripts;</p> <p>Y3 T5 to recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, lay-out of text in prose and playscripts;</p> <p>Y3 T15 to write simple playscripts based on own reading and oral work.</p> <p>Highlight distinctive features of the play form using script read during shared reading as a model:</p> <ul style="list-style-type: none"> - name of characters written on left-hand side followed by a colon; - each new speech set out on a new line; - stage directions/sound effects in brackets; - absence of speech marks and omission of reporting clause <i>'said'</i>; - clear distinction made between narrator (if used) and other characters; - use of limited number of characters (important when first writing a playscript); - appropriate punctuation used to give guidance to the reader, e.g. question mark, exclamation mark. <p>(from Teaching writing, narrative, poetry and plays fliers)</p>	<p><u>Grammatical Awareness</u></p> <p>Y3 S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>Y3 S2 to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud;</p> <p>Y3 S10 to identify the boundaries between separate sentences in reading and their own writing</p> <p><u>Function of verbs</u></p> <p>Y3 S3 the function of verbs in sentences through;</p> <ul style="list-style-type: none"> - noticing that sentences cannot make sense without them; - collecting and classifying examples of verbs from reading and own knowledge, e.g. <i>run, chase, sprint; eat, consume, gobble; said, whispered, shrieked;</i> - experimenting with changing simple verbs in sentences and discussing their impact on meaning; <p>Y3 S5 to use the term 'verb' appropriately; (Grammar for Writing Unit 1)</p>	<p><u>Phonemes, HFW, Syllables</u></p> <p>Y3 W1, W2, W3 <i>Y4 - W1</i> to read and spell words through:</p> <ul style="list-style-type: none"> - identifying phonemes in speech and writing; - blending phonemes for reading; - segmenting words into phonemes for spelling; - correct reading and spelling of high frequency words from KS1 and Y3; - identifying syllabic patterns in multi-syllabic words; - using phonic/ spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; - recalling the high frequency words learnt in KS1 and Y3; <p><u>Homophones</u></p> <p><i>Y4 W6</i> to distinguish between the spelling and meanings of homophones, e.g. <i>to/two/too; they're/their/there; piece/peace;</i> (Spelling Bank p.22);</p>

<p>Year 3 & 4 Term 1 Year A Unit: Plays (cont.) Duration: 2 weeks</p>	<p>Text(s): Oral and written plays Outcomes: Perform simple playscripts.</p>	
<p>Text level objectives All text level objectives are from year 3 for year A of the cycle.</p>	<p>Sentence level objectives Sentence level objectives cover all of years 3 & 4 objectives</p>	<p>Word level objectives Word level objectives cover all of years 3 & 4 objectives</p>
	<p><u>Adverbs</u></p> <p>Y4 S4 to identify adverbs and understand their functions in sentences through:</p> <ul style="list-style-type: none"> - identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences; - noticing where they occur in sentences and how they are used to qualify the meaning of verbs; - collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly</i>; light: <i>brilliantly, dimly</i>; - investigating the effects of a substituting adverbs in clauses or sentences, e.g. <i>They left the house ...ly</i> - using adverbs with greater discrimination in own writing; (Grammar for Writing Unit 23) <p><u>Punctuation: Speech</u></p> <p>Y3 S7 the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> - identifying speech marks in reading; - beginning to use in own writing; - using capital letters to mark the start of direct speech; <p>(Grammar for Writing Unit 4)</p>	<p><u>Handwriting</u></p> <p>Y3 W20 to practise correct formation of basic joins from Year 2:</p> <ul style="list-style-type: none"> - diagonal joins to letters without ascenders, e.g. <i>ai, ar, un</i>; - horizontal joins to letters without ascenders, e.g. <i>ou, vi, wi</i>; - diagonal joins to letters with ascenders, e.g. <i>ab, ul, it</i>; - horizontal joins to letters with ascenders, e.g. <i>ol, wh, ot</i>. <p>Y4 W15 to use joined handwriting for all handwriting except where other special forms are required</p> <p>Y4 W16 to know when to use:</p> <ul style="list-style-type: none"> - a clear, neat hand for finished, presented work; - informal writing for everyday informal work, rough drafting etc.

Skills Progression Chart

Mixed Age Planning Years 3 & 4 Term 1 Year A – Related Text Level Objectives

Unit: Plays		Reading Comprehension	Writing Composition
Earlier Text Level Objectives			
Later Text Level Objectives	Y4 T1	<p>T5 to prepare, read and perform playscripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?</p> <p>Conventions as for Year 3 Term 1, plus:</p> <ul style="list-style-type: none"> - include use of present tense for stage directions, instructions in brackets to show how characters say certain speeches; - characters have clear function in script with lines allocated appropriately; - narrator or characters used selectively to introduce setting, other characters and develop the plot; - some distinction made between language used in formal and informal contexts (as appropriate); - playscript contains satisfactory resolution. <p>(from Teaching writing, narrative, poetry and plays fliers)</p>	T13 To write playscripts e.g. using known stories as a basis;

Year 3 & 4 Term 1 Year A Unit: Poetry Duration: 2 weeks		
Text level objectives	Sentence level objectives	Word level objectives
All text level objectives are from year 3 for year A of the cycle.	Sentence level objectives cover all of years 3 & 4 objectives	Word level objectives cover all of years 3 & 4 objectives
<p>Y3 T6 to read aloud and recite poems, comparing different views of the same subject; to discuss choice of words and phrases and describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look';</p> <p>Y3 T7 to distinguish between rhyming and nonrhyming poetry and comment on the impact of layout;</p> <p>Y3 T8 to express their views about a story or poem, identifying specific words and phrases to support their viewpoint;</p> <p>Y3 T9 to generate ideas relevant to a topic by brainstorming, word association, etc.;</p> <p>Y3 T13 to collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;</p> <p>Y3 T14 to invent calligrams and range of shape poems, selecting appropriate words and careful presentation. Build up class collections.</p>	<p><u>Grammatical Awareness</u></p> <p>Y3 S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p><u>Sentences</u></p> <p>Y3 S10 to identify the boundaries between separate sentences in reading and in their own writing</p> <p><u>Function of verbs</u></p> <p>Y3 S5 to use the term 'verb' appropriately; (Grammar for Writing Unit 1)</p> <p><u>Powerful Verbs</u></p> <p>Y4 S3 identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure; (Grammar for Writing Unit 22)</p>	<p><u>Syllables</u></p> <p>Y3 W4 to discriminate syllables in reading and spelling (from Year 2);</p> <p>Y4 W5 to spell two syllable words containing double consonants, e.g. <i>bubble, kettle, common</i>;</p> <p><u>Spelling Patterns</u></p> <p>Y3 W9 to investigate and learn to use the spelling pattern <i>le</i> as in <i>little, muddle, bottle, scramble, cradle</i>; (Spelling Bank p.5)</p> <p><u>Inferring Meaning</u></p> <p>Y3 W14 to infer the meaning of unknown words from context;</p> <p><u>Synonyms</u></p> <p>Y3 W16 to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms;</p> <p>Y3 W18 to use the term 'synonym'</p> <p><u>Dictionary Work</u></p> <p>Y4 W13 to use a rhyming dictionary, e.g. in composing jingles</p>

Skills Progression Chart

Mixed Age Planning Years 3 & 4 Term 1 Year A – Related Text Level Objectives

Unit: Poetry		Reading Comprehension	Writing Composition
Earlier Text Level Objectives	Y2 T2	<p>T9 To identify and discuss patterns of rhythm, rhyme and other features of sound in different poems</p> <p>T 11 To identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme etc.) and referring to the language of poems</p>	T15 To use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to make class collections, illustrate with captions; to write own poems from initial jottings and words
Later Text Level Objectives	Y4 T1	<p>T7 Compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences</p> <p>T8 To find out more about popular poets and use this information to move onto more books by favourite writers</p>	T14 To write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs

<p>Year 3 & 4 Term 1 Year A Unit: Fact and fiction Duration: 1 week</p>	<p>Text(s): Information books on topics of interest Outcomes: Evaluation of non-fiction texts</p>	
<p>Text level objectives All text level objectives are from year 3 for year A of the cycle.</p>	<p>Sentence level objectives Sentence level objectives cover all of years 3 & 4 objectives</p>	<p>Word level objectives Word level objectives cover all of years 3 & 4 objectives</p>
<p>Y3 T17 to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;</p> <p>Y3 T18 to notice differences in the style and structure of fiction and non-fiction writing.</p>	<p><u>Grammatical Awareness</u></p> <p>Y3 S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p><u>Punctuation</u></p> <p>Y3 S6 to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing; (Grammar for Writing Unit 3)</p> <p><u>Devices for presenting text</u></p> <p>Y3 S9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples; (Grammar for Writing Unit 5)</p> <p><u>Sentences</u></p> <p>Y3 S10 to identify the boundaries between separate sentences in reading and in their own writing.</p>	<p><u>Prefixes and Word Roots</u></p> <p>Y3 W10 to recognise and spell common prefixes and how these influence word meanings, e.g. <i>un-</i>, <i>de-</i>, <i>dis-</i>, <i>re-</i>, <i>pre-</i>; (Spelling Bank p.6)</p> <p>Y3 W11 to use their knowledge of prefixes to generate new words from root words, especially antonyms, <i>happy/unhappy</i>, <i>appear/disappear</i>; (Spelling Bank p.7)</p> <p>Y3 W12 to use the term 'prefix'.</p>

Skills Progression Chart

Mixed Age Planning Years 3 & 4 Term 1 Year A – Related Text Level Objectives

Unit: Fact and Fiction		Reading Comprehension	Writing Composition
Earlier Text Level Objectives	Y2 T3	T13 to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;	
Later Text Level Objectives	Y4 T1	<p>T16 to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose;</p> <p>T17 to identify the features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently</p> <p>T23 to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still or moving images; can be changed and have a special dimension</p>	

<p>Year 3 & 4 Term 1 Year A Unit: Reports Duration: 2 weeks</p>	<p>Text(s): Non-chronological reports Outcomes: Notes; report linked to another curriculum area</p>	
<p>Text level objectives All text level objectives are from year 3 for year A of the cycle.</p>	<p>Sentence level objectives Sentence level objectives cover all of years 3 & 4 objectives</p>	<p>Word level objectives Word level objectives cover all of years 3 & 4 objectives</p>
<p>Y3 T17 to notice differences in the style and structure of fiction and non-fiction writing;</p> <p>Y3 T19 to locate information, using contents, index, headings, sub-headings, page nos., bibliographies;</p> <p>Y3 T20 to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources;</p> <p>Y3 T21 to reading information passages, and identify main points or gist of text, e.g. by noting or Underlining key words or phrases, listing the 4 or 5 key points covered;</p> <p>Y3 T22 to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source.</p> <p>Y3 T23 to write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in the class (Grammar for Writing Unit 9)</p>	<p><u>Devices for presenting text</u></p> <p>Y3 S9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples; (Grammar for Writing Unit 5)</p> <p><u>Commas</u></p> <p>Y3 S13 to use commas to separate items in a list. (Grammar for Writing Unit 7)</p> <p>Y4 S5 to practise using commas to mark grammatical boundaries within sentences; to link work on editing and revising own writing (Grammar for Writing Unit 24)</p>	<p><u>Dictionary Work</u></p> <p>Y3 W13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries;</p> <p>Y3 W15 to have a secure understanding of the purpose and organisation of the dictionary;</p> <p>Y4 W11 to define familiar vocabulary in their own words, using alternative phrases or expressions;</p> <p>Y4 W12 to use 3rd and 4th place letters to locate and sequence words in alphabetical order;</p> <p><u>Handwriting</u></p> <p>Y3 W21 Y4 W17 to ensure consistency in size and proportions of letters and spacing between letters and words.</p> <p><u>Suffixes</u></p> <p>Y4 W14 the ways in which nouns and adjectives, e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes –ate, -ify etc.; investigate spelling patterns and generate rules to govern the patterns (Spelling Bank p.27)</p>

Skills Progression Chart

Mixed Age Planning Years 3 & 4 Term 1 Year A – Related Text Level Objectives

Unit: Reports		Reading Comprehension	Writing Composition
Earlier Text Level Objectives	Y2 T3		T21 to write non-chronological reports based on structure of known texts, e.g. <i>There are two sorts of x...; They live in x...; the A's have x... but the B's etc.</i> , using appropriate language to present, sequence and categorise ideas
Later Text Level Objectives	Y4 T1		T27 to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by: <ul style="list-style-type: none"> - generalising some of the details; - deleting the least important details