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| **Literacy Counts****Iran Man**Formation of nouns using a range of prefixese.g. auto- super- anti- (un- and re-)Expressing time, place and cause usingconjunctions e.g. (when, before, after, while,so, because, if, although)Expressing time, place and cause usingprepositions e.g. (before, after, during, in, because, of)Build on previous units & focus on:Present perfect form of verbsIntroduction to paragraphs as a way to groupRelated materialUse of capital letters, full stops, question marksand exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes to mark where letters are missingin spelling and to mark singular possession in nouns | **Literacy Counts****Fox**Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)Expressing time, place and cause usingconjunctions e.g. (when, before, after, while,so, because, if, although)Expressing time, place and cause usingprepositions e.g. (before, after, during, in, because, of)Present perfect form of verbsIntroduction to paragraphs as a way to group related materialUse of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes to mark where letters are missingin spelling and to mark singular possession innouns | Literacy CountsEgyptologyFormation of nouns using a range of prefixese.g. auto- super- anti- (un-)Use of the forms a or an when next word startswith a consonant or a vowelWord families based on common wordsshowing how words are related in form andmeaningExpressing time, place and cause using adverbse.g. (then, next, soon, therefore)Expressing time, place and cause usingprepositions e.g. (before, after, during, in,because, of)Introduction to paragraphs as a way to grouprelated material Inverted commas to punctuate direct speech | Literacy CountsReturnFormation of nouns using a range of prefixese.g. auto- super- anti- (un-)Use of the forms a or an when next word startswith a consonant or a vowelWord families based on common wordsshowing how words are related in form andmeaningExpressing time, place and cause using adverbse.g. (then, next, soon, therefore)Expressing time, place and cause usingprepositions e.g. (before, after, during, in,because of)Headings and sub-headings to aid presentation Introduction to paragraphs as a way to grouprelated material | Literacy CountsJemmy ButtonUse of the forms a or an when next word startswith a consonant or a vowelWord families based on common wordsshowing how words are related in form andmeaningExpressing time, place and cause usingprepositions e.g. (before, after, during, in,because ofIntroduction to paragraphs as a way to grouprelated materialInverted commas to punctuate direct speech | Literacy CountsInto the ForestFormation of nouns using a range of prefixese.g. auto- super- anti- (mis-, in-, dis-, un-)Use of the forms a or an when next word startswith a consonant or a vowelWord families based on common wordsshowing how words are related in form andmeaningExpressing time, place and cause using adverbse.g. (then, next, soon, therefore) Inverted commas to punctuate direct speech |
| Formation of nouns using prefixes:auto-anti-super-under- | Expressing time, place and cause, using prepositions: before, after, during, in, because, of | Exaggerated language: unbelievable, glorious, etc. | To make the plural for nouns ending in “-ch”, “-sh”, “s”, “z” or “x” by adding “-es” | Pronouns −To know the difference between the subject and object with the personal pronoun | Pronouns −Possessive adjectives my, your, his, hers, its, ours, theirs |
| Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”) | **Verbs** **−**Present perfect:**“has/have” + past participle***She has gone to the shops.* instead of *She went to the shops.* | Specific/technical vocabulary to add detail:***Siamese*** *cats are a* ***variety*** *that can live to a great age. The* ***species*** *has many unusual* ***features*** *for a* ***feline****.* | To make the **plural** for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: *wolf − wolves*Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: *chief − chiefs* | **Quantifiers:***enough, less, fewer, lots of, none of, both, each, every,**a few, neither, either, several* | **Verbs** **−**Use irregular simple past-tense verbs*awake – awoke**blow – blew* |
| **Word families** for meaning, word class and spelling: *solve, solution, solving, solved, solver, dissolved, soluble, insoluble* | **Powerful verbs**:Synonyms for verbs such as “said”or“go”to create more powerful verbs | **Inverted commas:**Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line. | **Compound sentences** with co-ordinating conjunctions: *and**but**or**so**for**nor**yet* | The difference between a phrase and a clause | **Verbs** **−**Past perfect: **“had” + past participle** |
| Expressing time, place and cause using **conjunctions**:*when, before, after, while, so, because* | **Prepositions:***next to, by the side of, in front of, during, though, throughout, because of* | Word families based on common words:*fear, feared, fearful, fears, fearfully* | **Complex sentences** using subordinate conjunctions: *until**although**even if* | Pattern of three for **persuasion**:*Fun. Exciting. Adventerous!* | Homophones and their meanings:*bear – bare**pear − pair* |
| Expressing time, place and cause using**adverbs***: then, next, soon* | Identifying all the word classes of a simple sentence | Use a **comma** after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly” | Know that pronouns, nouns and proper nouns can all be the subject of a sentence |  |  |
| **Alan Peat Sentence types****Build on year 2** * to write sentence that begins with an –ing word, followed by a comma (-ing opener)
* To use emotive words in a sentence

**And then:*** Use but, so ,yet and or (boys sentence)
* Begin sentence with –ly word (-ly sentence)
* Write sentence which contains 2 nouns, with 2 adjectives per noun (2a sentence)
* Use more interesting –ing words than in Year 2 sentences
* Begin a sentence with an emotive word, followed by a comma (emotion word (comma) sentence)
* Write sentence which begins with related words/phrases (adjectives are the easiest) which finishes with a related question (choice – question? Sentence)
* Write sentence which contains 1 –ed word at the beginning (-ed opener)
* Introduce (the more, the more sentences)
* Introduce adjective, same adjective sentences)
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| **Spelling** | **Sentence/ grammar lessons** |
| Word families Prefixes – *auto-, anti-, super-, under-*Conjunctions – *when, before, after, while, so, because*Adverbs – *then, next, soon*Synonyms for verbs to create more powerful vocabularyPrepositions – *next, though, during, throughout*HomophonesQuantifiersPlurals ending in “f” and “-fe”Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”Irregular past-tense verbsPossessive adjectivesExaggerated languageAdverbs ending in “-ly”**It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.**  | Inverted commasVerbs – present perfect and past perfectFronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)Pattern of three and exaggerated language for persuasion Complex sentences using: *until, although, even if*. The conjunction is found in the middle of the sentence.Compound sentences using: *and, but, for, yet, nor, so, or*Difference between clause and phraseDifference between fewer and less. Fewer is used for count nouns (*few apples*) and less is used for non-count nouns (*less water*)Personal pronouns (subject and object) and where to use them in the sentenceSpecific and technical vocabularyKnowing when to use “a” and “an”Identify all the word classes of a simple sentenceIdentify the subject of the sentenceInverted commas |
| **Spellings to be taught** |
| 1. The /ow/ sound spelled ‘ou.’ Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. The /u/ sound spelled ‘ou.’ This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a ‘y.’
4. Words with endings that sound like /ze/ as in measure are always spelled with ‘-sure.’
5. Words with endings that sound like /ch/ is often spelled –’ture’ unless the root word ends in (t)ch.
6. Challenge words
7. Words with the prefix ’re-’ ‘re-’ means ‘again’ or ‘back.’
8. The prefix ’dis-’ which has a negative meaning. It often means ‘does not’ as in does not agree = disagree.
9. The prefix ’mis-’ This is another prefix with negative meanings.
10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
12. Challenge words
13. The long vowel /a/ sound spelled ‘ai’
14. The long /a/ vowel sound spelled ’ei.’
15. The long /a/ vowel sound spelled ’ey.’
16. Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.
17. Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. The /l/ sound spelled ‘-al’ at the end of words.
20. The /l/ sound spelled ‘-le’ at the end of words.
21. Adding the suffix ‘–ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’
22. Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘–ic.’
23. Adding the suffix –ly. Words which do not follow the rules.
24. Challenge Words
25. Words ending in ‘-er’ when the root word ends in (t)ch.
26. Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.
27. Words ending with the /g/ sound spelled ‘–gue’ and the /k/ sound spelled ‘–que.’ These words are French in origin.
28. Words with the /s/ sound spelled ’sc’ which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
30. Challenge Words
31. The suffix ‘–sion’ pronounced /ʒən/
32. Revision – spelling rules we have learned in Stage 3.
33. Revision – spelling rules we have learned in Stage 3.
34. Revision – spelling rules we have learned in Stage 3.
35. Revision – spelling rules we have learned in Stage 3.
36. Revision – spelling rules we have learned in Stage 3.
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