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| **Literacy Counts**  **Iran Man**  Formation of nouns using a range of prefixes  e.g. auto- super- anti- (un- and re-)  Expressing time, place and cause using  conjunctions e.g. (when, before, after, while,  so, because, if, although)  Expressing time, place and cause using  prepositions e.g. (before, after, during, in, because, of)  Build on previous units & focus on:  Present perfect form of verbs  Introduction to paragraphs as a way to group  Related material  Use of capital letters, full stops, question marks  and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing  in 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 using  conjunctions e.g. (when, before, after, while,  so, because, if, although)  Expressing time, place and cause using  prepositions e.g. (before, after, during, in, because, of)  Present perfect form of verbs  Introduction to paragraphs as a way to group related material  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing  in spelling and to mark singular possession in  nouns | Literacy Counts  Egyptology  Formation of nouns using a range of prefixes  e.g. auto- super- anti- (un-)  Use of the forms a or an when next word starts  with a consonant or a vowel  Word families based on common words  showing how words are related in form and  meaning  Expressing time, place and cause using adverbs  e.g. (then, next, soon, therefore)  Expressing time, place and cause using  prepositions e.g. (before, after, during, in,  because, of)  Introduction to paragraphs as a way to group  related material  Inverted commas to punctuate direct speech | | Literacy Counts  Return  Formation of nouns using a range of prefixese.g. auto- super- anti- (un-)  Use of the forms a or an when next word starts  with a consonant or a vowel  Word families based on common words  showing how words are related in form and  meaning  Expressing time, place and cause using adverbs  e.g. (then, next, soon, therefore)  Expressing time, place and cause using  prepositions e.g. (before, after, during, in,  because of)  Headings and sub-headings to aid presentation Introduction to paragraphs as a way to group  related material | Literacy Counts  Jemmy Button  Use of the forms a or an when next word starts  with a consonant or a vowel  Word families based on common words  showing how words are related in form and  meaning  Expressing time, place and cause using  prepositions e.g. (before, after, during, in,  because of  Introduction to paragraphs as a way to group  related material  Inverted commas to punctuate direct speech | Literacy Counts  Into the Forest  Formation of nouns using a range of prefixes  e.g. auto- super- anti- (mis-, in-, dis-, un-)  Use of the forms a or an when next word starts  with a consonant or a vowel  Word families based on common words  showing how words are related in form and  meaning  Expressing time, place and cause using adverbs  e.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) | | | | | | |
| **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 vocabulary  Prepositions – *next, though, during, throughout*  Homophones  Quantifiers  Plurals ending in “f” and “-fe”  Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”  Irregular past-tense verbs  Possessive adjectives  Exaggerated language  Adverbs ending in “-ly”  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | Inverted commas  Verbs – present perfect and past perfect  Fronted 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 phrase  Difference 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 sentence  Specific and technical vocabulary  Knowing when to use “a” and “an”  Identify all the word classes of a simple sentence  Identify the subject of the sentence  Inverted 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. | | | | | | |