

redbricks | school**Class 3****English Overarching Learning Outcomes, 2019-20****1. Can listen carefully and remember instructions, questions and explanation**

E 1.3 Listen and remember a sequence of instructions

2. Can respond appropriately with an awareness of the task, the audience and the purpose of communication by using all language at disposal

E 1.1 Attempt to express ideas precisely using a growing vocabulary

E 1.2 Listen and respond appropriately to other's views and opinions

E 1.4 Practise to improve performance when reading aloud

E 1.5 Take turns in discussion, building on what others have said

E 1.6 Speak clearly and confidently in a range of contexts

E 1.7 Adapt tone of voice and use of vocabulary for different audiences

3. Can identify spelling patterns and use strategies to spell accurately

E 2.3 Practise new spellings and write them correctly

E 2.5 Extend knowledge and use of spelling patterns (e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes)

E 2.6 Use and spell compound words

E 2.8 Use analogy in working out the likely spelling of words

E 2.10 Use a dictionary to find the spelling and meaning of words

4. Can extend knowledge of words and use different strategies to infer the meaning of unknown words, including the use of dictionary

E 2.1 Explore words that have the same spelling but different meaning (e.g. Form, wave; homonyms)

E 2.2 Infer the meaning of unknown words from the context

E 2.4 Explore vocabulary for introducing and concluding dialogues (e.g. said, asked)

E 2.7 Use effective strategies to tackle unfamiliar words

E 2.9 Consider how the choice of words can heighten meaning

E 2.11 Generate synonyms and antonyms for high frequency words

E 4.2 Consider words that make an impact (e.g. adjectives and powerful verbs)

5. Can understand and use punctuation to communicate meaning effectively

E 3.1 Take account of the full range of punctuation in reading aloud

E 3.2 Maintain accurate use of capital letters and full stops in demarcating sentences

E 3.6 Use question marks, exclamation marks, and commas in a list

E 3.10 Learn the basic conventions of speech punctuation and use speech marks.

6. Can analyse grammatical structure and use them with increasing levels of accuracy

E 3.3 Understand that verbs are necessary for meaning in a sentence.

E 3.4 Use a widening range of connectives (e.g. and, but, because, so) to link ideas in writing

E 3.5 Identify pronouns and understand their function in a sentence

- E 3.7 Collect examples of nouns (common, proper, collective, number, gender), verbs, adverbs and adjectives and use the terms appropriately
- E 3.8 Develop consistency in the use of tenses (simple present, present continuous, simple past, past continuous and simple future tense)
- E 3.9 Understand pluralisation and use terms 'singular' and 'plural' (can go together with suffixes)
- E 3.11 Ensure grammatical agreement of pronouns and verbs in using standard English
- E 3.12 Use prepositions in a sentence appropriately
- E 3.13 Identify and understand "Subject and Predicate" in a sentence

7. Can identify textual features and use this knowledge to locate information (including books)

- E 4.3 Consider ways that information is set out (e.g. lists, charts, bullet points)
- E 4.7 Note how text is organised in stanzas, paragraphs and chapters
- E 4.15 Locate books by classification and find information using IT sources
- E 4.16 Locate information in non-fiction texts using contents page and index
- E 4.17 Understand and use the terms "fact", "fiction" and "non-fiction"
- E 4.18 Work out what a book is about from skimming its main features

8. Can read the (longer) texts, silently and orally with appropriate voice modulation, for gist, details and inferences and locate or state the main ideas to express comprehension

- E 4.1 Read a range of stories, poetry and information books
- E 4.4 Practise reading and reciting poems
- E 4.5 Understand different types of stories and typical story themes
- E 4.6 Read and follow instructions to carry out an activity
- E 4.8 Scan a passage to find specific information and answer questions
- E 4.9 Begin to infer meanings beyond the literal (e.g. about motives and character)
- E 4.10 Sustain the reading of books with chapters
- E 4.11 Read play-scripts and dialogue with awareness of different voices
- E 4.12 Read and comment on different books with the same author
- E 4.13 Read aloud with expression to engage the listener
- E 4.14 Identify the main points or gist of what has been read

9. Can plan writing by taking notes, using models and considering the choice of language

- E 5.4 Make a record of information drawn from a text
- E 5.5 Choose and compare words to strengthen the impact of writing
- E 5.6 Plan main ideas and points as a structure for story writing or any extended prose
- E 5.8 Use reading as a model for writing dialogues
- E 5.11 Begin to organise writing in paragraphs in extended stories or extended prose

10. Can write a variety of texts with attention to the format of the text and contextual details

- E 5.1 Build up handwriting speed, fluency and legibility
- E 5.2 Ensure consistency in the size and proportion of letters and spacing of words
- E 5.3 Write and perform poems, attending to the sound of words
- E 5.7 Develop descriptions of settings in stories
- E 5.9 Write book reviews summarising what the book is about
- E 5.10 Write portraits of a character
- E 5.12 Write simple play-scripts based on reading
- E 5.13 Write letters, notes and messages

11. Can reflect on the process of writing, reading or using other skills to improve own and others' performance.

E 5.14 Use IT to write, edit and present work