

Transition skills previous year 3 into year 4 English



Objectives						
Reading	<p>WILF: make predictions about what may happen next and at the end of the story based on what has been read so far</p> <p>Predict what might happen from details stated and implied</p>	<p>WILF: Use dictionaries to check the meaning of words they have read</p>	<p>WILF: Retrieve and record information from non-fiction, using contents pages to locate information.</p>	<p>WILF: Draw simple inferences such as inferring characters' feelings.</p>	<p>WILF: Generally reads fluently, decoding most new words outside everyday spoken vocabulary</p>	<p>WILF: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts</p>
Writing	<p>Recap what a sentence is. What must a sentence contain?</p> <p>WILF: write sentences WILF: Discuss sentence structure WILF: Handwriting is legible with increasing consistency when joining.</p>	<p>WILF: write sentences WILF: Discuss sentence structure WILF: compose and rehearse sentences orally WILF: Handwriting is legible with increasing consistency when joining.</p>	<p>WILF: write sentences increasing sentence structures WILF: Discuss sentence structure WILF: compose and rehearse sentences orally WILF: Handwriting is legible with increasing consistency when joining.</p>	<p>WILF: write sentences increasing sentence structures WILF: Discuss sentence structure WILF: compose and rehearse sentences orally WILF: organising writing around themes WILF: Handwriting is legible with increasing</p>	<p>WILF: organising writing around themes WILF: Expressing time, place and cause using conjunctions - when, before, after, while, so, because WILF: Handwriting is legible with increasing consistency when joining.</p>	<p>WILF: write sentences (compound and complex) with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although).</p> <p>WILF: Handwriting is legible with increasing</p>

				consistency when joining.		consistency when joining.
Grammar	WILF: sentence demarcation capital letters, full stops, question marks and exclamation marks	WILF: full stops are used accurately used at the beginning of sentences and for proper nouns and full stops are used accurately	WILF: Questions marks, commas and apostrophes for contractions are accurately used	WILF: using and punctuating direct speech (i.e. Inverted commas)	WILF: tenses are chosen accurately and used consistently.	WILF: adverbs - then, next, soon, therefore prepositions -before, after, during, in, because of

Punctuation	WILF: recap how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,	WILF: recap how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,	WILF: recap how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,	WILF: punctuating direct speech (i.e. Inverted commas)	WILF: use commas after fronted adverbials	WILF: use commas after fronted adverbials
Spelling Revisiting NNS	(Year 3 Term 3) WILF: spell words that are often misspelt revisiting spellings from year 3 and 4 word list	WILF: spell words that are often misspelt revisiting spellings from year 3 and 4 word list	WILF: spell words that are often misspelt revisiting spellings from year 3 and 4 word list	WILF: spell further homophones	WILF: place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	WILF: spell further prefixes and suffixes and understand how to add them