

**ENGLISH
YEAR 3 & 4**

SPOKEN LANGUAGE

Pupils will be taught to:

- ❖ listen and respond appropriately to adults and their peers
- ❖ ask relevant questions to extend their understanding and knowledge
- ❖ use relevant strategies to build their vocabulary
- ❖ articulate and justify answers, arguments and opinions
- ❖ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ❖ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ❖ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ❖ speak audibly and fluently with an increasing command of Standard English
- ❖ participate in discussions, presentations, performances, role play, improvisations and debates
- ❖ gain, maintain and monitor the interest of the listener(s)
- ❖ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ❖ select and use appropriate registers for effective communication.

READING – WORD RECOGNITION

Pupils will be taught to:

- ❖ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in *Spelling Years 3 & 4*, both to read aloud and to understand the meaning of new words they meet
- ❖ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

READING – COMPREHENSION

Pupils will be taught to:

- ❖ develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- ❖ understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- ❖ retrieve and record information from non-fiction
- ❖ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

WRITING – TRANSCRIPTION

SPELLING

Spelling

Pupils will be taught to:

- ❖ use further prefixes and suffixes and understand how to add them (Spelling Years 3 & 4)
- ❖ spell further homophones
- ❖ spell words that are often misspelt (Spelling Years 3 & 4)
- ❖ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ❖ use the first two or three letters of a word to check its spelling in a dictionary
- ❖ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

WRITING – TRANSCRIPTION

HANDWRITING

Pupils will be taught to:

- ❖ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ❖ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

WRITING – COMPOSITION

Pupils will be taught to:

- ❖ plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- ❖ draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (*Vocabulary, Grammar and Punctuation*)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ❖ evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ❖ proof-read for spelling and punctuation errors
- ❖ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

WRITING – VOCABULARY, GRAMMAR & PUNCTUATION

Pupils will be taught to:

- ❖ develop their understanding of the concepts set out in *Vocabulary, Grammar and Punctuation* by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in *Vocabulary, Grammar and Punctuation*
- ❖ indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- ❖ use and understand the grammatical terminology in *Vocabulary, Grammar and Punctuation* accurately and appropriately when discussing their writing and reading.