



Sand Hutton and Warthill Federated Church of England (VC) Primary Schools

ENGLISH

Year 3 and Year 4

Spoken Language	Reading – word reading	Writing - transcription	
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones.	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Spell words that are often misspelt (English Appendix 1).	
Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Reading – comprehension	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.	Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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]. 	Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]	
Speak audibly and fluently with an increasing command of Standard English.		Writing – composition	
Participate in discussions, presentations, performances, role play, improvisations and debates.		Plan their writing by: <ul style="list-style-type: none"> • 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 	
Capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.		Draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • 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] 	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Ask relevant questions to extend their understanding and knowledge.		Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • 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 	Evaluate and edit by: <ul style="list-style-type: none"> • 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
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	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.		
Listen and respond appropriately to adults and their peers.	Proof-read for spelling and punctuation errors		
Continual development of pupils’ confidence and competence in spoken language and listening skills across subjects.			
Use relevant strategies to build their vocabulary.			
Gain, maintain and monitor the interest of the listener(s).			
Understand and use the conventions for discussion and debate.			
Select and use appropriate registers for effective communication.			
Adopt, create and sustain a range of roles, responding appropriately to others in role.			

Use discussion to probe and remedy their misconceptions.	summarising these <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning. 	Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
Make their thinking clear to themselves as well as to others.		Improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.
Development across the whole curriculum – cognitively, socially and linguistically.		
	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.	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
	Retrieve and record information from non-fiction.	
Handwriting	Writing – vocabulary, grammar and punctuation	
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].	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> 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 English Appendix 2. 	
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.	Indicate grammatical and other features by: <ul style="list-style-type: none"> 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 English Appendix 2 accurately and appropriately when discussing their writing and reading.	

	Spoken Language	Reading – word reading	Reading – comprehension	Writing – transcription (Spelling)	Writing – composition	Handwriting	Overall and comments:
TS ES GD							