

Year 3/4 English Overview

Reading – Word Recognition	Reading - Comprehension	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <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] ▪ 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. 	
Spelling	Statutory Requirements from Appendix 1	Word List for Y3/Y4
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular 	<ul style="list-style-type: none"> ▪ Adding suffixes beginning with vowel letters to words of more than one syllable ▪ The /ɪ/ sound spelt y elsewhere than at the end of words ▪ The /ʌ/ sound spelt ou ▪ The suffix –ation ▪ The suffix –ly ▪ Words with endings sounding like /ʒə/ or /tʃə/ ▪ Endings which sound like /ʒən/ ▪ The suffix –ous ▪ Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian ▪ Words with the /k/ sound spelt ch (Greek in origin) ▪ Words with the /ʃ/ sound spelt ch (mostly French in origin) 	<p>accident(ally), actual(ly), address, answer, appear, arrive believe, bicycle, breath, breathe, build, busy/business calendar, caught, centre, century, certain, circle, complete, consider, continue decide, describe, different, difficult, disappear early, earth, eight/eight, enough, exercise, experience, experiment, extreme famous, favourite, February, forward(s), fruit grammar, group, guard, guide, heard, heart, height, history imagine, increase, important, interest, island, knowledge, learn, length, library material, medicine, mention, minute, natural, naughty, notice occasion(ally), often, opposite, ordinary</p>



<p>plurals [for example, children's]</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones 	<p>particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose quarter, question recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise therefore, though/although, thought, through various weight, woman/women</p>
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Writing - Handwriting	Writing - Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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]. 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <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 <p>draft and write by:</p> <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] <p>evaluate and edit by:</p> <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 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 and Punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 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 English Appendix 2
- 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 English Appendix 2 accurately and appropriately when discussing their writing and reading.

Y3 Vocabulary, Grammar and Punctuation Statutory Requirements from Appendix 2

Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

NB: To ensure coverage of new NC programme of study for Y3/Y4, teachers should highlight and date each objective, as and when it is covered. Please note, this outlines the statutory core knowledge that has to be taught in Y3/4. Please add to this and enhance it to avoid superficial joining of the dots coverage. Remember purpose & vision – think big & beyond!



Y4 Vocabulary, Grammar and Punctuation Statutory Requirements from Appendix 2

Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

NB: To ensure coverage of new NC programme of study for Y3/Y4, teachers should highlight and date each objective, as and when it is covered. Please note, this outlines the statutory core knowledge that has to be taught in Y3/4. Please add to this and enhance it to avoid superficial joining of the dots coverage. Remember purpose & vision – think big & beyond!

Year 3 EoY Expectations for Writing
Broken down into possible termly targets - to show possible order of coverage

I can use a range of prefixes [for example super-, anti-, auto-] to form different nouns.	I can use 'a' or 'an' correctly, according to whether the next word begins with a consonant or a vowel [for example: a rock, an open box].	I can recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].
I can express time, place and cause using conjunctions [for example: when, before, after, while, so, because].	I can express time, place and cause using adverbs [for example: then, next, soon, therefore].	I can express time, place and cause using prepositions [for example: before, after, during, in, because of].
I have started to use paragraphs to group related material.	I can use headings and sub-headings to aid presentation.	I can use the present perfect form of verbs instead of the simple past [for example: <i>He has gone out to play</i> contrasted with <i>He went out to play</i>].
I can 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.	I can use the first letter of a word to find it in a dictionary.	I am beginning to use the first two or three letters of a word to check its spelling in a dictionary.
I can discuss and record ideas for writing.	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can spell homophones and near-homophones correctly (for example: accept/except, affect/effect, ball/bawl).
I can compose and rehearsing sentences orally.	I can compose and rehearse sentences orally (including dialogue).	I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
I can draft and write in narratives, creating settings.	I can draft and write in narratives, creating settings and characters.	I can draft and write in narratives, creating settings, characters and plot.
I can extend my sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	I can assess the effectiveness of my own writing.	I can assess the effectiveness of my own and others' writing and suggesting improvements.
I can spell words correctly using the suffix -ly.	I can spell at least 25% of the Y3/Y4 word list accurately and consistently in my writing.	I can spell at least 50% of the Y3/Y4 word list accurately and consistently in my writing.

NB: To be on track to meet EoY expectations in writing, Y3 pupils should meet the termly targets above. Pupils need to prove that they can consistently meet all of these targets and that the skills are imbedded into long term memory. The targets can be used to ensure coverage of the NC and can also be taught in any order. They can be stuck into pupil's books but must be adapted by each school to meet the needs of each class. These are the bare essentials only and should not hinder accelerated progress. You need to go beyond the bare minimum.



Year 4 EoY Expectations for Writing
Broken down into possible termly targets - to show possible order of coverage

Autumn	Spring	Summer
I can use inverted commas confidently and accurately to punctuate direct speech.	I can use inverted commas and other punctuation to indicate direct speech [for example: a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"].	I can use apostrophes accurately to mark plural possession [for example, the girl's name, the girls' names]
I use Standard English forms for verb inflections instead of local spoken forms [for example: we were instead of we was, or I did instead of I done]	I understand the grammatical difference between plural and possessive –s.	I can use fronted adverbials confidently in my writing [for example, Later that day, I heard the bad news.]
I can expand noun phrases by adding modifying adjectives (e.g. the teacher expanded to: the strict, terrifying teacher)	I can expand noun phrases by using nouns and preposition phrases (e.g. the teacher expanded to: the maths teacher with curly hair).	I can use commas accurately after fronted adverbials.
I can use paragraphs to organise ideas around a theme.	I can choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.	I am increasing the legibility, consistency and quality of my handwriting.
I understand what pronouns are and the job they do.	I understand what fronted adverbials are and am beginning to use them in my writing.	I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
I can discuss writing similar to that which I am planning to write, in order to understand and learn from its structure, vocabulary and grammar.	I can use a dictionary with increasing speed to check spellings in a dictionary.	I can spell 100% of the Y3/Y4 word list accurately and consistently in my writing.
I can evaluate my writing, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	I can proof-read for spelling and punctuation errors.	I can spell words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian.
I can spell words correctly using the suffix –ation and the suffix –ous.	I can spell at least 75% of the Y3/Y4 word list accurately and consistently in my writing.	

NB: To be on track to meet EoY expectations in writing, Y4 pupils should meet the termly targets above. Pupils need to prove that they can consistently meet all of these targets and that the skills are imbedded into long term memory. The targets can be used to ensure coverage of the NC and can also be taught in any order. They can be stuck into pupil's books but must be adapted by each school to meet the needs of each class. These are the bare essentials only and should not hinder accelerated progress. You need to go beyond the bare minimum.