

English Curriculum— Year 3/4 (Reading)



NR1: National Curriculum - Word Reading

Pupils should be taught to:

- a. 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
- b. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

NR2: National Curriculum - Comprehension

Pupils should be taught to:

a. develop positive attitudes to reading and understanding of what they have read by:

1. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
2. reading books that are structured in different ways and reading for a range of purposes
3. using dictionaries to check the meaning of words that they have read
4. increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally
5. identifying themes and conventions in a wide range of books
6. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action
7. discussing words and phrases that capture the reader's interest and imagination
8. recognising some different forms of poetry [for example, free verse, narrative poetry]

b. understand what they read in books they can read independently, by:

1. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 2. asking questions to improve their understanding of a text
 3. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 4. predicting what might happen from details stated or implied
 5. identifying main ideas drawn from more than one paragraph and summarising these
 6. identifying how language, structure and presentation contribute to meaning
- ### c. retrieve and record information from non-fiction
- ### d. 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.

SR1: School Curriculum - Word Reading

Pupils should be taught:

- a. to use knowledge of grammatical structures
- b. to use contextual understanding
- c. how adjectives and adverbs contribute to the overall effect
- d. to notice variations in sentence length and structure
- e. To notice connections between chapters or paragraphs.

SR2: School Curriculum - Comprehension

Pupils should be taught:

- a. to scan texts to find information
- b. to skim for gist and overall impression
- c. to obtain specific information through detailed reading
- d. to distinguish between fact and opinion
- e. to identify words associated with reason, persuasion, argument, explanation, instruction and description
- f. to respond critically to arguments and recognise how they are constructed
- g. to identify how character and settings are created and how, plot, narrative structure and theme are developed
- h. recognise the differences between author, narrator and character.
- i. to recognise how authors of moving-image and multi modal texts use different combinations of words, images and sounds to create effects and make meaning.

English Curriculum— Year 3/4 (Transcription)



NWT1: National Curriculum Writing Transcription - Spelling

Pupils should be taught to:

- a. use further prefixes and suffixes and understand how to add them ([English Appendix 1](#))
- b. spell further homophones
- c. spell words that are often misspelled
- d. place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example children's]
- e. use the first two or three letters of a word to check its spelling in a dictionary
- f. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

SWT2: School Curriculum: Handwriting and Presentation

Pupils should be taught:

- a. to continue to gain fluency in keyboard use
- b. to form and join letters correctly.
- c. To write legibly in both joined and printed styles with increasing fluency and speed

NWT2: National Curriculum Writing Transcription - Handwriting

Pupils should be taught to:

- a. start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- b. 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].

SWT1: School Curriculum: Spelling

Pupils should be taught:

- a. to analyse words into syllables
- b. to revise and build on their knowledge of words and spelling patterns
- c. to be aware pitfalls, such as homonyms/homophones, when using spell checkers
- d. the use of appropriate terminology long/short vowel, consonant, homophone.
- e. to use alphabetical order to find words in dictionaries and thesauruses.

English Curriculum— Year 3/4 (Writing: Composition & V.G.&P.)



NWC: National Curriculum Writing - Composition

Pupils should be taught to:

a. plan their writing by:

1. discussing writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar
2. discussing and recording ideas

b. draft and write by:

1. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
2. organising paragraphs around a theme
3. in narratives creating settings, characters and plot
4. in non-narrative material, using simple organisational devices [for example headings and subheadings]

c. evaluate and edit by:

1. assessing the effectiveness of their own and others' writing and suggesting improvements
2. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

d. proof-read for spelling and punctuation errors

e. read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

SWC1: School Curriculum Writing - Composition

Pupils should be taught:

- a. to broaden their vocabulary and use it in inventive ways
- b. to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meaning
- c. to synthesise ideas using ICT by combining a variety of information from different sources.

NWV: National Curriculum Writing - Vocabulary Grammar and Punctuation

Pupils should be taught to:

a. develop their understanding of the concepts set out in ([English Appendix 2](#)) by:

1. extending the range of sentences with more than one clause by using a wider range of conjunctions , including when, if, because, although
2. using the present perfect form of verbs in contrast to the past tense
3. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
4. using conjunctions, adverbs and prepositions to express time and cause
5. using fronted adverbials
6. learning the vocabulary for years 3 and 4 in [English Appendix 2](#)

b. indicate grammatical and other features by:

1. using commas after fronted adverbials
2. indicating possession by using the possessive apostrophe with plural nouns
3. using and punctuating direct speech

c. use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading.

SWVGP2: School Curriculum - Vocabulary, Grammar & Punctuation

Pupils should be taught:

- a. the function of punctuation within sentences; clarifying structure and creating emphasis
- b. the purpose and organisational features of paragraphs
- c. how paragraphs or a sequence of sentences can be linked imaginatively.

English Curriculum— Year 3/4

(Speaking & Listening and Drama)



NSL: National Curriculum Spoken Language—Across all year groups.

Pupils should be taught to:

- a. listen and respond appropriately to adults and their peers
- b. ask relevant questions to extend their understanding and knowledge
- c. use relevant strategies to build their vocabulary
- d. articulate and justify answers, arguments and opinions
- e. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- f. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- g. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- h. speak audibly and fluently with an increasing command of Standard English

SD1: School Curriculum-Drama

To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:

- a. create, adapt and sustain different roles, individually and in groups
- b. use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
- c. use drama techniques to explore characters and issues (e.g. hot seating, flashback, freeze frame, tableau)
- d. evaluate how they and others have contributed to the overall effectiveness of performances.

Key Curriculum Skills:

- effective communication
- social skills: collaboration, empathy, art of negotiation, confidence, tolerance, co-operation, listening skills, compromise
- creativity & thinking skills: reflection, inquisitiveness
- problem solving: questioning, thinking critically, stamina, resilience, justifying opinion
- flexibility
- independence.

SSL1: School Curriculum - Speaking & Listening

Pupils should be taught:

- a. to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology being used
- b. to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience.
- c. to show clear shape and organisation, when speaking, with an introduction and an ending
- d. recall and re-present important features of an argument, talk, reading or recording, including DVD or film.
- e. to identify features of language used for a specific purpose (e.g. to persuade, to instruct or to entertain)
- f. to take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
- g. use different ways to move the group forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.