

## Word Reading

### **Pupils should be taught to:**

- 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.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛt/nɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

## Reading Comprehension

### Pupils should be taught to:

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

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

## Writing Composition

### Pupils should be taught to:

- **plan their writing by:**
  - a. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - b. discussing and recording ideas
- **draft and write by:**
  - a. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - b. organising paragraphs around a theme
  - c. in narratives, creating settings, characters and plot
  - d. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **evaluate and edit by:**
  - a. assessing the effectiveness of their own and others' writing and suggesting improvements
  - b. 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.**

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

**Pupils should be taught to:**

- **develop their understanding of the concepts set out in English Appendix 2 by:**
  - a. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - b. using the present perfect form of verbs in contrast to the past tense
  - c. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - d. using conjunctions, adverbs and prepositions to express time and cause
  - e. using fronted adverbials
  - f. learning the grammar for years 3 and 4 in English Appendix 2
- **indicate grammatical and other features by:**
  - a. using commas after fronted adverbials
  - b. indicating possession by using the possessive apostrophe with plural nouns
  - c. using and punctuating direct speech
- **use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

## Writing - transcription

### Handwriting

#### Pupils should be taught to:

- a. 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.
- 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].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

## Writing - transcription

### Spelling

(For spellings list refer to English Appendix 1)

#### Pupils should be taught to:

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

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

## Speaking & Listening

### Speaking

#### Year 3

##### **Speak competently and creatively for different purposes and audiences, reflecting on impact and response.**

- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively.
- Sustain conversation, explain or give reasons for their views or choices.

##### **Explore, develop and sustain ideas through talk.**

- Develop and use specific vocabulary in different contexts.

#### Year 4

##### **Speak competently and creatively for different purposes and audiences, reflecting on impact and response.**

- Offer reasons and evidence for their views, considering alternative opinions.
- Respond appropriately to the contributions of others in the light of differing viewpoints.
- Tell stories effectively and convey detailed information coherently for listeners.

##### **Explore, develop and sustain ideas through talk.**

- Use and reflect on some ground rules for sustaining talk and interactions.

### Listening

#### Year 3

##### **Understand, recall and respond to speakers' implicit and explicit meanings.**

- Follow up others' points and show whether they agree or disagree in whole-class discussion.

##### **Explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.**

- Identify the presentational features used to communicate the main points in a broadcast.
- Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus.

#### Year 4

##### **Understand, recall and respond to speakers' implicit and explicit meanings.**

- Listen to a speaker, make notes on the talk and use notes to develop a role-play.

##### **Explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.**

- Compare the different contributions of music, words and images in short extracts from TV programmes.
- Identify how talk varies with age, familiarity, gender and purpose.

### Group Discussion & Interaction

#### year 3

##### **Take different roles in groups to develop thinking and complete tasks.**

- Use talk to organise roles and action.
- Use the language of possibility to investigate and reflect on feelings, behaviour or relationships.

##### **Participate in conversations, making appropriate contributions building on others' suggestions and responses.**

- Actively include and respond to all members of the group.

#### Year 4

##### **Take different roles in groups to develop thinking and complete tasks.**

- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor.
- Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans.

##### **Participate in conversations, making appropriate contributions building on others' suggestions and responses.**

- Identify the main points of each speaker, compare their arguments and how they are presented.

### Drama

#### year 3

##### **Use dramatic techniques including work in role to explore ideas and texts.**

- Present events and characters through dialogue to engage the interest of an audience.
- Use some drama strategies to explore stories or issues.

##### **Create, share and evaluate ideas and understanding through drama.**

- Identify and discuss qualities of others' performances, including gesture, action and costume.

#### year 4

##### **Use dramatic techniques including work in role to explore ideas and texts.**

- Create roles showing how behaviour can be interpreted from different viewpoints.

##### **Create, share and evaluate ideas and understanding through drama.**

- Develop scripts based on improvisation.
- Comment constructively on plays and performances, discussing effects and how they are achieved.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

## Appendix 1 Spelling

Objective	Rules and Guidance	Examples
<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>forgetting, forgotten, beginning, beginner, prefer, preferred</p> <p>gardening, gardener, limiting, limited, limitation</p>
<p>The /ɪ/ sound spelt y elsewhere than at the end of words</p>	<p>These words should be learnt as needed.</p>	<p>myth, gym, Egypt, pyramid, mystery</p>
<p>The /ʌ/ sound spelt ou</p>	<p>These words should be learnt as needed.</p>	<p>young, touch, double, trouble, country</p>
<ul style="list-style-type: none"> <li>• To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre</li> <li>• To use knowledge of prefixes to generate new words from root words, especially antonyms, happy/unhappy, appear/disappear</li> </ul>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p>

Objective	Rules and Guidance	Examples
<p>cont - Prefixes</p>	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'</p> <p>super- means 'above'</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>



Objective	Rules and Guidance	Examples
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>

Objective	Rules and Guidance	Examples
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p> <p>teacher, catcher, richer, stretcher.</p>
Endings which sound like / ən ʒ/	If the ending sounds like /ʒən/, it is spelt as -sion.	division, invasion, confusion, decision, collision, television
The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>

Objective	Rules and Guidance	Examples
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	<p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: attend - attention, intend - intention.</p> <p>-cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique

Objective	Rules and Guidance	Examples
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural - e.g. children's).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## Appendix 2 - Grammar, Vocabulary and Punctuation

<b>WORD</b> <b>Year 3</b>	<b>SENTENCE</b> <b>Year 3</b>	<b>TEXT</b> <b>Year 3</b>	<b>PUNCTUATION</b> <b>Year 3</b>
<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</li> <li>• 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]</li> <li>• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> <li>•</li> </ul>	<p>Expressing time, place and cause using</p> <ul style="list-style-type: none"> <li>• conjunctions [for example, when, before, after, while, so, because],</li> <li>• adverbs [for example, then, next, soon, therefore],</li> <li>• prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• 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]</li> </ul>	<p>Introduction to inverted commas to punctuate direct speech</p> <hr/> <p style="text-align: center;"><b>Terminology for Year 3</b></p> <p style="text-align: center;">preposition conjunction</p> <p style="text-align: center;">word family, prefix</p> <p style="text-align: center;">clause, subordinate clause</p> <p style="text-align: center;">direct speech</p> <p style="text-align: center;">consonant, consonant letter vowel, vowel letter</p> <p style="text-align: center;">inverted commas (or 'speech marks')</p>

<p style="text-align: center;"><b>WORD</b> Year 4</p>	<p style="text-align: center;"><b>SENTENCE</b> Year 4</p>	<p style="text-align: center;"><b>TEXT</b> Year 4</p>	<p style="text-align: center;"><b>PUNCTUATION</b> Year 4</p>
<ul style="list-style-type: none"> <li>• The grammatical difference between plural and possessive -s</li> <li>• 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]</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Fronted adverbials [for example, Later that day, I heard the bad news.]</li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p style="text-align: center;"><b>Terminology for Year 4 (previous years and..)</b></p> <p style="text-align: center;"><b>determiner pronoun, possessive pronoun adverbial</b></p>	<ul style="list-style-type: none"> <li>• 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!"]</li> <li>• Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>• Use of commas after fronted adverbials</li> </ul>

# Statutory spellings list Years 3-4

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

