

English national curriculum planning: Years 3-4

During Years 3-4, teachers should build on the knowledge of English that pupils acquired in Year 2, ensuring concepts are investigated in more detail and used accurately. This outlines all the statutory objectives of the English national curriculum for Years 3-4, separating them into spoken language, reading and writing.



Spoken language

NB: Spoken language is taught and developed from Years 1-6 and the following points should be addressed in an age-appropriate way for each year group.
Adapt each of the objectives below to be suitable for pupils in Years 3-4.

Objective – 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 reading

Objective – pupils will be taught to:

Apply their growing knowledge of root words, prefixes and suffixes, 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.

Comprehension

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, e.g. free verse or narrative.

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 discussions 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

Objective – pupils will be taught to:

Use further prefixes and suffixes and understand how to add them, including:

- Adding suffixes beginning with vowel letters to words of more than one syllable.
- Using more prefixing, e.g. un–, dis–, mis– and in–.
- Using the suffix –ation, e.g. sensation, admiration.
- Using the suffix –ly, e.g. completely, finally.
- Using the suffix –ous, e.g. dangerous, enormous.

Spell further homophones and near-.

Spell words that are often misspelt.

Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

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.

Apply spelling rules, including the following:

- The /ɪ/ sound spelt y elsewhere than at the end of words
- The /ʌ/ sound spelt ou
- Words with endings sounding like /ʒə/ or /tʃə/
- Endings which sound like /ʒən/, e.g. decision
- Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
- Words with the /k/ sound spelt ch (Greek in origin), e.g. chorus, echo
- Words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet
- Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, unique
- Words with the /s/ sound spelt sc (Latin in origin), e.g. fascinate, scene
- Words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. vein, obey

Possessive apostrophe with plural words

Transcription – handwriting

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, e.g. 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.

Composition

Plan their writing by discussing writing similar to that which they are planning to write and to understand and learn from its structure, vocabulary and grammar.

Plan their writing by discussing and recording their 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.
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
In non-narrative material, using simple organisational devices.

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.

Vocabulary, grammar and punctuation – Year 3

Understand how to:

- Form nouns using a range of prefixes.
- Use forms 'a' and 'an' according to whether the next word begins with a consonant or a vowel.
- Group word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, insoluble.
- Express time, place and cause using conjunctions, adverbs or prepositions.
- Add introductions to paragraphs as a way to group related material.
- Use headings and subheadings to aid presentation.
- Use the present perfect forms of verbs instead of the simple past.
- Use inverted commas to punctuate direct speech.

Have a clear understanding of the following terminology and use it accurately when discussing their writing and reading:

- Preposition, conjunction
- Word family, prefix
- Clause, subordinate clause
- Direct speech
- Consonant, consonant letter vowel, vowel letter
- Inverted commas (or 'speech marks')

Vocabulary, grammar and punctuation – Year 4

Understand how to:

- Differentiate between the plural and possessive –s.
- Use Standard English forms for verb inflections instead of local spoken forms.
- Use noun phrases that are expanded by the addition of modifying adjectives, nouns and preposition phrases.

- Use fronted adverbials, e.g. later that day.
- Use paragraphs to organise ideas around a theme.
- Use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.
- Use inverted commas and other punctuation to indicate direct speech.
- Use apostrophes to mark plural possession.
- Use commas after fronted adverbials.

Have a clear understanding of the following terminology and use it when discussing their reading and writing:

- Determiner
- Pronoun, possessive pronoun
- Adverbial

