

English Curriculum Overview - Year 3 and 4 (Lower Key Stage 2)

Spoken Language	Reading – Word	Reading - Comprehension	Writing – transcription	Writing – handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes(as etymology and morphology) as listed in Appendix Year 3 both to read aloud and to understand the meaning of new words they meet -Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word 	<p>Pupils should be taught to</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Listening to, 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 	<p>Spelling (see appendix Year 3)</p> <p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -Spell by using further prefixes and suffixes and understand how to add them -Spell further homophones -Spell words that are often misspelt -Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's) -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 	<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 if their handwriting 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -Plan their writing by -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 -Draft and write by : -Composing and rehearsing sentences orally, 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 (eg subheadings and 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop their understanding of the concepts set out in Appendix Year 3 -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 tense 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

exploring ideas -Speak audibly and fluently with an increasing command of the Standard English		and action -Discussing words and phrases that capture the	far.		headings) -Evaluate and edit by - Assessing the effectiveness of their	-Using fronted adverbials -Learning the grammar for Year 3 Appendix Year 3
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		<p>reader's interest and imagination</p> <ul style="list-style-type: none"> -Recognising some different forms of poetry (eg 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. 			<p>own and others writing and suggesting improvements</p> <ul style="list-style-type: none"> -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 	<p>-Indicate grammatical and other features by :</p> <ul style="list-style-type: none"> -Using commas after fronted adverbials -Indicating possession by using possessive apostrophe with plural nouns -Using and punctuating direct speech -Use and understand the grammatical terminology in Appendix Year 3 accurately and appropriately when discussing their writing and reading
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<p>Pupils should be taught to apply their listening skills to actively respond in discussion and recall information to show they are processing and becoming articulate thinkers and justifying views with evidence. They are using spoken language to persuade, inform, explain, justify.</p>	<p>Pupils should continue to apply their growing knowledge of prefixes and suffixes in line with Appendix 1.</p>	<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, 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 playscripts 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 (eg free verse , narrative poetry) -Understand what they read, in books they can read 	<p>Spelling (see appendix Year 3)</p> <p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -Spell by using further prefixes and suffixes and understand how to add them -Spell further homophones -Spell words that are often misspelt -Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's) -Use the first two or three letters of a word to check its spelling in a dictionary <p>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Pupil should be taught to use the diagonal and horizontal joins ensuring the sizing and proportion of letters is consistent and the writing conveys an awareness of the Reader.</p>	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -Plan their writing by -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 -Draft and write by : -Composing and rehearsing sentences orally, 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 (eg subheadings and headings) -Evaluate and edit by Assessing the effectiveness of their own and others writing and suggesting improvements -Proposing changes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop their understanding of the concepts set out in Appendix Year 3 -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 tense 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 Year 3 Appendix Year 3 -Indicate grammatical and other features by : -Using commas after fronted adverbials
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		<p>independently by</p> <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 <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <ul style="list-style-type: none"> - 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 			<p>to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Indicating possession by using possessive apostrophe with plural nouns -Using and punctuating direct speech -Use and understand the grammatical terminology in Appendix Year 3 accurately and appropriately when discussing their writing and reading
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to:						
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-Listen and respond						
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appropriately to adults

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and their peers						
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-Ask relevant questions

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to extend their

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understanding and						
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knowledge						
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-Use relevant strategies

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to build their						
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vocabulary						
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-Articulate and justify

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answers , arguments						
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and opinions						
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-Give well- structured

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descriptions ,						
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explanations and						
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narratives for different						
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purposes, including for						
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expressing feelings

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-Maintain attention

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and participate actively

in collaborative						
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conversations, staying						
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on topic and initiating						
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and responding to						
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comments						
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-Use spoken language

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to develop						
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understanding through						
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speculating ,						
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hypothesising ,

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imagining and						
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exploring ideas						
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-Speak audibly and

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fluently with an						
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increasing command of

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the Standard English						
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