

Shiney Row Primary School

Year 3&4 – English Programme of Study

Reading			
Reading – guided reading	Key Stage	Objective	Child Speak Target
	KS 2 Y3/4 AF2	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<i>I check what I am reading makes sense by talking about it.</i>
	KS 2 Y3/4 AF2	Asking questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>
	KS 2 Y3/4 AF2	Retrieve and record information from non-fiction.	<i>I can use non-fiction books to find out about things.</i>
	KS 2 Y3/4 AF2	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.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>
	KS 2 Y3/4 AF2/3	Predicting what might happen from details stated and implied.	<i>I can predict events in stories from what I have read.</i>
	KS 2 Y3/4 AF3	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>
	KS 2 Y3/4 AF4/5	Identifying how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>
	KS 2 Y3/4 AF5	Discussing words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>
	KS 2 Y3/4 AF6	Identifying themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>
	KS 2 Y3/4 AF6	Identifying main ideas drawn from more than one paragraph and summarising these.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>
Reading – reading and spelling	KS 2 Y3/4	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.	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>
	KS 2 Y3/4	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>
Reading – additional objectives	KS 2 Y3/4	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I can show you I have understood an increasing wide range of texts I have read.</i>
	KS 2 Y3/4	Reading books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>
	KS 2 Y3/4	Using dictionaries to check the meaning of words that they have read.	<i>I can use a dictionary to check the meaning of new words.</i>
	KS 2 Y3/4	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about different types of stories I have read.</i>
	KS 2 Y3/4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>
KS 2 Y3/4	Recognising some different forms of poetry [for example, free verse, narrative poetry].	<i>I can recognise different types of poetry.</i>	

		Writing	
Writing – transcription	Statutory	Non-Statutory	
Handwriting	<p>Writing – Handwriting</p> <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 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.</p>	
Spelling	<p>Spelling</p> <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 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 far. 	<p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure</p> <p>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p>	
Writing – composition	<p>Writing – Composition</p> <p>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</p> <p>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 [for example, headings and sub-headings]</p> <p>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.</p>	<p>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.</p> <p>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.</p>	

Writing – vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in _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.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in year groups, 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 – vocabulary, grammar and punctuation

Year 3

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

Writing – vocabulary, grammar and punctuation

Year 4

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

Spelling Year 3 & 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable		forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /i/ sound spelt y elsewhere than at the end of words		myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou		young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like 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>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>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: 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>
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> <ol style="list-style-type: none"> (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 (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i> (4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>. 	<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>

<p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<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. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
<p>Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>
<p>The suffix –ous</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>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 tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p>
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<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: <i>attend – attention, intend – intention</i>.</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</p>
<p>Words with the /k/ sound spelt ch (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>
<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>		<p>chef, chalet, machine, brochure</p>
<p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p>		<p>league, tongue, antique, unique</p>
<p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>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/.</p>	<p>science, scene, discipline, fascinate, crescent</p>
<p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>		<p>vein, weigh, eight, neighbour, they, obey</p>
<p>Possessive apostrophe with plural words</p>	<p>The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).</p>	<p>girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an <i>s</i> use the ‘s’ suffix e.g. Cyprus’s population)</p>
<p>Homophones and near-homophones</p>		<p>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</p>

Year 3 : Word list

address
 answer
 arrive
 bicycle
 build
 caught
 centre
 circle
 consider
 continue
 describe
 different
 difficult
 disappear
 earth
 eight/eighth
 experiment
 famous
 favourite
 February
 forward(s)
 fruit
 grammar
 group
 heard
 height
 history
 important
 learn
 length
 library
 material
 minute
 natural
 often
 perhaps
 popular
 position
 possible
 quarter
 question
 recent
 remember
 sentence
 straight
 though/although
 thought
 through
 weight
 woman/women

Year 4: Word list

accident(ally)
 actual(ly)
 appear
 believe
 breath
 breathe
 busy
 business
 calendar
 century
 certain
 complete
 decide
 early
 enough
 exercise
 experience
 extreme
 guard
 guide
 heart
 imagine
 increase
 island
 knowledge
 medicine
 mention
 naughty
 notice
 occasion(ally)
 opposite
 ordinary
 particular
 peculiar
 possess(ion)
 potatoes
 pressure
 probably
 promise
 purpose
 regular
 reign
 separate
 special
 strange
 strength
 suppose
 surprise
 therefore
 various

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.