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| **Year 3 & 4 English Overview** | | | | | | |
| **Text types** | | | | | | |
| **Year 3**  Historical narrative; Newspaper reports; Poetry  Diary writing; Myths and legends; Character | | **Year 4**  Poetry using personification; Biography; Persuasive letters;  Explanatory texts; using idioms; Adventure narrative; Persuasive texts | | | | |
| **Spoken Language** | | | | | | |
| Pupils should 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 recognition** | **Reading – Comprehension** | | | | | |
| 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. | Pupils should be taught to:   * 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 [for example, 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 | | | | | |
| **Year 3 Progression in Grammar** | | | | | | |
| **Text Structure** | **Sentence Construction** | | **Word Structure/Language** | **Punctuation** | | **Terminology** |
| **Consolidate Year 2 list**  **Introduce:**  **Fiction**  **Secure use of planning tools:** Story map /story mountain / story grids / ‘Boxing-up’ grid  (Refer to Story-Type grids)  **Plan opening** **around** character(s), setting, time of day and type of weather  **Paragraphs** to organise ideas into each story part  **Extended vocabulary** to introduce 5 story parts:  **Introduction –**should include detailed description of setting or characters  **Build-up –**build in some suspense towards the problem or dilemma  **Problem / Dilemma –**include detail of actions / dialogue  **Resolution -** should link with the problem  **Ending –** clear endingshould link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.  **Non-Fiction**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:**  **Secure use of planning tools:**  e.g. Text map, washing line, ‘Boxing –up’ grid, story grids  **Paragraphs** to organise ideas around a theme  **Introduction** Develop hook to introduce and tempt reader in e.g. *Who….? What….? Where….?*  *Why….? When….? How….?*  **Middle Section(s)**  Group related ideas /facts into paragraphs  Sub headings to introduce sections / paragraphs  Topic sentences to introduce paragraphs Lists of steps to be taken  Bullet points for facts Flow diagram  **Develop Ending** Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment | **Consolidate Year 2 list**  **Introduce:**  **Vary long and short sentences:**  **Long sentences** to add description or information.  **Short sentences** for emphasis and making key points e.g.  *Sam was really unhappy.*  *Visit the farm now.*  **Embellished simple sentences:**  **Adverb starters to add detail** e.g.  *Carefully, she crawled along the floor of the cave….*  Amazingly, small insects can….  **Adverbial phrases** used as a ‘where’, ‘when’ or ‘how’ starter **(fronted adverbials)**  ***A few days ago,*** *we discovered a hidden box.*  ***At the back of the eye,*** *is the retina.*  ***In a strange way,*** *he looked at me.*  **Compound sentences (Coordination)**  using connectives:  *and/ or / but / so / for /nor / yet*  (coordinating conjunctions)  **Develop complex sentences**  **(Subordination)** with range of subordinating conjunctions  **(See Connectives and Sentence Signposts doc.)**  **-‘ing’ clauses as starters** e.g.  *Sighing, the boy finished his homework.*  *Grunting, the pig lay down to sleep.*  **Drop in a relative clause using: who/whom/which/whose/**  **that** e.g.  *The girl,* ***whom*** *I remember,*  *had long black hair.*  *The boy,* ***whose*** *name is George, thinks he is very brave.*  *The Clifton Suspension bridge,* ***which*** *was finished in 1864,is a popular tourist attraction.*  **Sentence of 3 for description** e.g.  *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*  *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*  **Pattern of 3 for persuasion** e.g.  *Visit, Swim, Enjoy!*  **Topic sentences to introduce non-fiction paragraphs** e.g.  *Dragons are found across the world*.  **Dialogue –powerful speech verb**  e.g. *“Hello,” she whispered.*  ***Continue to reinforce standard English for subject verb agreement.***  **Use of rhetorical questions** | | **Consolidate Year 2 list**  **Introduce:**  **Prepositions**  *Next to by the side of*  *In front of during through throughout because of*  **Powerful verbs**  e.g. *stare, tremble, slither*  **Boastful Language**  e.g. *magnificent, unbelievable, exciting!*  **More specific / technical vocabulary to add detail**  e.g.  *A few dragons of this variety can breathe on any creature and turn it to stone immediately.*  *Drops of rain pounded on the corrugated, tin roof.*  ***Nouns formed from* prefixes**  **e.g. *auto… super…anti…***  **Word Families based on common words**  **e.g. *teacher –teach,***  ***beauty – beautiful***    ***Intro collective nouns army, flock, etc***  ***Identify nouns which can be pluralised and those which can not – trousers, rain, etc*** | **Consolidate Year 2 list**  **Introduce:**  **Colon** before a list e.g. *What you need:*  **Ellipses** to keep the reader hanging on  **Secure use of inverted commas for direct speech**  Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)* | | **Consolidate:**  **Punctuation**   * Finger spaces * **Letter** * **Word** * **Sentence** * **Statement** * **Question** * **Exclamation** * **command** * **Full stops** * **Capital letter** * **Question mark** * **Exclamation mark** * Speech bubble * **‘Speech marks’** * Bullet points * **Apostrophe (contractions and singular possessiononly)** * **Commas for sentence of 3 - description**   **Singular/ plural**  **Suffix**  **Adjective / noun**  **Verb /** adverb  Bossy verbs  **Tense (past, present, future)**  Connective  Generalisers  Alliteration  Simile – ‘as’/ ‘like’  **Introduce:**   * **Word family** * **Conjunction** * **Co-ordinating conjunction** * **Subordinating conjunction** * **Clause** * **Subordinate clause** * **Relative clause** * **Adverb** * **Preposition** * **Direct speech** * **Inverted commas** * **Prefix** * **Consonant/ vowel** * **determiner** * **relative pronoun** * **colon for instructions** * Synonyms   **subject. object, pronoun** |
| **Year 4 Progression in Grammar** | | | | | | |
| **Text Structure** | **Sentence Construction** | | **Word Structure/Language** | **Punctuation** | | **Terminology** |
| **Consolidate Year 3 list**  **Introduce:**  **Secure use of planning tools:** e.g. story map /story mountain /story grids /’Boxing-up’ grids  (Refer to Story Types grids)  **Plan opening using:**  Description /action  **Paragraphs:** to organise each part of story to indicate a change in place or jump in time  Build in suspense writing to introduce the dilemma  **Developed 5 parts to story** **Introduction Build-up** **Problem / Dilemma Resolution Ending**  Clear distinction between resolution and ending. Ending should include reflection on events or the characters.  **Non-Fiction**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:** **Secure use of planning tools:** Text map/ washing line/ ‘Boxing –up’ grid  **Paragraphs** to organise ideas around a theme  Logical organisation  Group related paragraphs  Develop use of a topic sentence  Link information within paragraphs with a range of connectives.  Use of bullet points, diagrams  **Introduction Middle section(s) Ending**  Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader  ***Appropriate choice of pronoun or noun across sentences***  **Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.** | **Consolidate Year 3 list**  **Introduce:**  **Long and short sentences:**  **Long sentences** to enhance description or information  **Short sentences** to move events on quickly  e.g. *It was midnight.*  *It’s great fun.*  **Start with a simile**  e.g.*As curved as a ball, the moon shone brightly in the night sky.*  *Like a wailing cat, the ambulance screamed down the road.*  **Secure use of simple / embellished simple sentences (abverbials for time, etc TRAMP)**  **Secure use of compound sentences (Coordination**) using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)*  **Develop complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with range of subordinating conjunctions.  **(See Connectives and Sentence Signposts doc.)**  **-‘ed’ clauses as starters** e.g.  *Frightened, Tom ran straight home to avoid being caught.*  *Exhausted, the Roman soldier collapsed at his post.*  **Expanded -‘ing’ clauses as starters** e.g.  *Grinning menacingly, he slipped the treasure into his rucksack.*  *Hopping speedily towards the pool, the frog dived underneath the leaves.*  **Drop in –‘ing’ clause** e.g.  *Jane, laughing at the teacher, fell off her chair.*  *The tornedo, sweeping across the city, destroyed the houses.*  **Sentence of 3 for action** e.g.  *Sam rushed down the road, jumped on the bus and sank into his seat.*  *The Romans enjoyed food, loved marching but hated the weather.*  **Repetition to persuade** e.g.  *Find us to find the fun*    **Dialogue** - verb + adverb - *“Hello,” she whispered, shyly.*  *Appropriate choice of* ***pronoun*** *or* ***noun*** *within a* ***sentence*** *to avoid ambiguity and repetition*  *The detective raced towards the scene as soon as he heard the crash. It was a terrible sight.*  *Personal pronouns and possessive pronouns – my, yours, his hers, etc – I you her him , it us*  *Develop understanding of personification* | | **Consolidate Year 3 list**  **Introduce:**  **Prepositions**  *at underneath since towards beneath beyond*  **modal verbs (conditionals)**  - *could, should, would*  **Comparative** and **superlative** adjectives  e.g. *small…smaller…smallest*  *good…better…best Compare adjectives on a scale of intensity – hot, tepid, lukewarm, chilly, cold.*  *Relate them to suffix which indicate level of intensity – ish, er, est*  Realte to adverbs which indicate degrees of intensity – very, quite, more, most and investigate words which can be intensified in this way and those which can’t.  Sort nouns into proper, common and collective.  **Proper nouns**-refers to a particular person or thing  e.g. *Monday, Jessica, October, England*  **The grammatical differencebetween** **plural** and **possessive** –s | **Consolidate Year 3 list**  **Introduce:**  **Commas** to mark clauses  **Full punctuation for direct speech:** Each new speaker on a new line  Comma between direct speech and reporting clause e.g. *“I wish I could go to the ball,” complained Cinderella.*  **Apostrophes** to mark singular and **plural possession**  (e.g. *the girl’s name, the boys’ boots)* | | **Consolidate:**  **Punctuation**   * Finger spaces * **Letter** * **Word** * **Sentence** * **Full stops** * **Capital letter** * **Question mark** * **Exclamation mark** * Speech bubble * **‘Speech marks’** * **Direct speech** * **Inverted commas** * Bullet points * **Apostrophe (contractions only)** * **Commas for sentence of 3 – description, action** * Colon - instructions   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun**  **Verb / Adverb**  Bossy verbs - imperative  **Tense (past, present, future)**  Connective  **Conjunction**  **Preposition**  Determiner/ generaliser  **Clause**  **Subordinate clause**  Relative clause  Relative pronoun  **Coordinating conjunction**  **Subordinating conjunction**  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  **Introduce:**   * **Pronoun** * **Possessive pronoun** * **Apostrophe – possession** * **common, proper and collective nouns** * **comparative, superlative, modals**   • Metaphor  • Personification  • Onomatopoeia  Rhetorical question |
| **Common Exception words Year 3 and 4** | | | | | | |
| **Accidentally**  **Actually**  **Address**  **Answer**  **Appear**  **Arrive**  **Believe**  **Bicycle**  **Breath**  **Breathe**  **Build**  **Busy/business**  **Calendar**  **Caught**  **Centre**  **Century**  **Certain**  **Circle**  **Complete**  **Consider**  **Continue**  **Decide**  **Describe**  **Different** | **Difficult**  **Disappear**  **Early**  **Earth**  **Eight/eighth**  **Enough**  **Exercise**  **Experience**  **Experiment**  **Extreme**  **Famous**  **Favourite**  **February**  **Forward**  **Fruit**  **Grammar**  **Group**  **Guard**  **Guide**  **Heard**  **Heart**  **Height**  **History**  **Imagine**  **Increase** | | **Important**  **Interest**  **Island**  **Knowledge**  **Learn**  **Length**  **Library**  **Material**  **Medicine**  **Mention**  **Minute**  **Natural**  **Naughty**  **Notice**  **Occasionally**  **Often**  **Opposite**  **Ordinary**  **Particular**  **peculiar**  **Perhaps**  **Popular**  **Position**  **Posess(ion)**  **Possible** | | **Potatoes**  **Pressure**  **Probably**  **Promise**  **Quarter**  **Question**  **Recent**  **Regular**  **Reign**  **Remember**  **Sentence**  **Separate**  **Special**  **Straight**  **Strange**  **Strength**  **Suppose**  **Surprise**  **Therefore**  **Through/although**  **Thought**  **Through**  **Various**  **Weight**  **Woman/women** | |