

# Reading



The reading objectives below should be covered throughout the entire year. Each should be consolidated and refreshed continually during literacy lessons, through a wide range of texts and activities, resulting in engaging, varied writing outcomes.

## Comprehension

### Develop positive attitudes to reading and understanding 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 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 (e.g., free verse, narrative poetry)

### Understand what they read in books that 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

- ✓ retrieving and recording information from non-fiction
- ✓ participating 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.

## Word reading

### Pupils should be taught to:

- ✓ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the spelling and vocabulary medium-term plans, 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.

### Notes and guidance

- The focus should continue to be on comprehension as the primary element of reading. Children should be taught to: recognise themes (e.g. triumph of good over evil), learn conventions of different types of writing (e.g. the use of headings in instructions), and apply skills taught previously to read for different reasons (e.g. for pleasure or to find out information).
- Frequent opportunities to listen to stories, poems, non-fiction and other writing (including whole books, not just extracts) should exist, to ensure continued progression. In this way, pupils meet books and authors that they might not choose themselves. Choice in selecting books, and how to do so, should be nurtured, making use of library services.

## Writing



The writing objectives below are best taught as part of a unit of work during the 'plan,' 'draft and write,' 'evaluate and edit' and 'read aloud and perform' sections of a unit of work. Teachers should refer to these objectives during every unit of work and across a range of writing.

Year 4-specific areas are **bold**.

## Composition

### Pupils should be taught to 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

### Pupils should 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 (e.g. headings and sub-headings)

### Pupils should 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
- ✓ proofreading for spelling and punctuation errors
- ✓ reading 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.

## Handwriting

### Pupils should be taught to:

- ✓ 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

## Grammar and punctuation

### Pupils should develop their understanding of the concepts set out in the English Appendix 2 (page 57) 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 Year 4 (see pages 24, 26 and 28).

### 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**
- ✓ using and understanding the grammatical terminology on page 57 accurately and appropriately when discussing their writing and reading.

## Spoken language



In Years 3 and 4, pupils should become more familiar with, and confident in using, language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

### Pupils should:

- ✓ 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.

### Notes and guidance

- These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.
- 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.

# Grammar and punctuation

## Teaching strategies

The grammar of our first language is learned naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept (e.g. 'modal verb'), they should be encouraged to apply and explore this concept in the grammar of their own speech and writing, and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

National Curriculum English Appendix 2: Vocabulary, grammar and punctuation



### Apply in reading

Teachers should analyse the paragraph structure (for example, use of topic sentences and supporting details), vocabulary grammar and punctuation in reading whole texts and books. For example, highlight different word classes (e.g. nouns, verbs, determiners, adjectives, adverbs, conjunctions and prepositions) in different colours and identify how they have been used by the author in context.



### Apply in writing

Teachers should model the use of fronted adverbials, pronouns and nouns to help paragraphs to flow and the use of determiners (or the grammar and punctuation for Year 4) when taking part in whole class shared writing. E.g. Teacher: *I am using an adverbial now to make my starting sentences more interesting.* Teacher writes: *I'm going to start my sentence with 'Last night'. Can anyone help me with what punctuation I will need?* Pupils can then use the models from reading to support them to apply their grammar and punctuation into their own writing.



### Apply in spoken language

Depending on the type of spoken language, pupils should be encouraged to speak audibly and fluently with an increasing command of Standard English.

See the example units of work (page 30-54) for how to embed grammar and punctuation into teaching.

### At-a-glance text types

Grammar focus	Suggested writing opportunities
Conjunctions	Narrative Recount Argument Information Report Persuasion
Adverbs/ adverbials	Narrative Recount Argument Information Instructions Report Persuasion
Prepositions	Narrative Instructions Recount Report
Present perfect form ( <i>have/has</i> )	Narrative Recount Explanation Interviews
Subordinate clauses	Narrative Explanation Persuasion Discussion Report

# Spelling and vocabulary

## Curriculum objectives

### Spelling and vocabulary breakdown

The table below separates the Year 3 & 4 National Curriculum Spelling Appendix into separate year groups. These are not separated in the English Programmes of Study but this is designed to support teachers with progression and coverage. The medium-term plans are designed to be flexible, and teachers can introduce content earlier or later in the term depending on their classes. They can also look at the year group above or below, so long as the work is covered by the end of the Key Stage.

Year 3	Year 4
The /i/ (as in <i>bin</i> ) sound spelt 'y' other than at the end of words	Review Year 3 spellings
The /u/ (as in <i>up</i> ) sound spelt 'ou'	Words ending -tion, -sion, -ssion and -cian
Words with the /ai/ sound spelt 'ei', 'eigh' or 'ey'	The suffix -ous
More prefixes dis-, mis-, re-, in-, il-, im-	Words with endings -sure and -ture
The suffix -ation	Words with the /k/ sound spelt 'ch'
The suffix -ly	Words with the /sh/ sound spelt 'ch' (mostly French in origin)
More prefixes super-, anti-, auto-, sub- and inter-	Words ending with the /g/ sound spelt 'gue' and the /k/sound spelled '-que' (mostly French in origin)
Adding suffixes beginning with vowel letters to words of more than one syllable	Words with the /s/ sound spelt 'sc' (Latin in origin)
Word families based on common words	Possessive apostrophe with plural words
The determiners 'a' and 'an'	Homophones and near-homophones
Homophones and near-homophones	

Teachers have the flexibility to teach spellings from both Year 3 and Year 4

# Spelling and vocabulary

## Teaching strategies

### How to teach the statutory word list

- Use the strategy:

Look and Say	Cover	Write	Check
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- **Using syllables**

Breaking words into syllables can support pupils with memory strategies. Every syllable must have a vowel but 'y' can act as a vowel sound in words, e.g. it makes the /ie/ (*fly*), /i/ (*Egypt*) and /ee/ (*necessary*) sounds. E.g. *i-den-ti-ty*, *ha-rass*, *fre-quent-ly*, *oc-cur*.

- **Unstressed vowels**

There are many words in the English language that contain vowels that we cannot hear or that are unclear. It might help if the pupils identify them in words, e.g. in the word 'bruise', the 'i' and 'e' are silent.

- **Words within words**

This strategy is particularly helpful for words that contain unstressed vowels. E.g. in the word 'separate', there is 'a rat': *separate*. In the word 'vegetable', there is 'get a': *vegetable*.

- **Mnemonics**

Creating a mnemonic for tricky words can help pupils to spell them. E.g. 'rhythm' – *rhythm has your two hips moving, or rhythm has your toes hopping madly*. Encourage pupils to write their own mnemonics for words that they find tricky.

- **Double consonants**

If a word has a short vowel sound, it generally has double consonants before the end of the word. E.g. in the word 'difficult', the 'i' has a short vowel sound each time, and in the word 'hammer', the first 'a' has a short vowel sound.

- **Dictionary work**

Look up the meanings of words in the statutory word list and encourage pupils to apply them to their writing.

- **Investigation work**

Encourage pupils to discover and create their own rules for spellings.

The statutory word list can also be learned alongside weekly spelling lessons.

### Notes and guidance

The statutory word list can be taught alongside spelling each week (see the example spelling lesson (pages 20-21)). However, some words can be taught discretely, e.g. the 'c' makes an /s/ sound (Key Stage 1 review) can be explicitly taught using the words in the word list. Learning about unstressed vowels is not mentioned in the National Curriculum Spelling Appendix 1 but there are enough words to teach this discretely using the statutory word list. Some of the words have been embedded into other rules (these

words are shown with an asterisk), e.g. the /ai/ sound spelled 'ey', 'ei' or 'eigh' is a spelling rule for Years 3 and 4 but words with these spellings also appear in the statutory word list.

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