

National Curriculum
Year 3 & 4 –Programme of Study

<u>Year 3& 4</u>	<u>Statutory</u>	<u>Non-statutory</u>
<u>Reading Genres</u>		
<ul style="list-style-type: none"> • A wide range of fiction, poetry, plays, non-fiction and reference books • Fairy stories • Myths and legends • Play scripts • Poetry forms (e.g. free verse, Narrative) 		
Reading – word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in E, 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 	<ul style="list-style-type: none"> • At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. • When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading ‘technical’, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should].
Reading – comprehension	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> • The focus should continue to be on pupils’ comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. • Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. • They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). • Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

	<ul style="list-style-type: none"> ▪ 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>Writing Genres <u>Year 3 and 4</u></p> <ul style="list-style-type: none"> • Narratives –creating settings, characters and plot • Non-Narrative materials use Organisational devices – numbering and headings in instructions, sub-headings 		
<p>Writing – transcription</p>		
<ul style="list-style-type: none"> • <i>Handwriting</i> 	<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]. 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • <i>Spelling</i> 	<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. 	<ul style="list-style-type: none"> • Pupils should learn to spell new words correctly and have plenty of practice in spelling them. • As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure • Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.
<p>Writing – composition</p>	<p>Writing – Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • 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 (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] • Evaluate and edit by: 	<ul style="list-style-type: none"> • 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. • 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.

	<ul style="list-style-type: none"> • 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. 	
Writing – vocabulary, grammar and punctuation	<p>Develop their understanding of the concepts set out in by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<ul style="list-style-type: none"> • 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</p> <p>[for example, <i>a rock</i>, <i>an open box</i>]</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</p> <p><i>(e.g. the teacher expanded to: the strict maths teacher with curly hair)</i></p> <p>Fronted adverbials [for example, <i>Later that day, 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, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>
Autumn Spellings	Spring Spellings	Autumn Spellings	Spring Spellings	

address	height	accident(ally)	medicine
answer	history	actual(ly)	mention
arrive	important	appear	naughty
bicycle	learn	believe	notice
build	length	breath	occasion(ally)
caught	library	breathe	opposite
centre	material	busy	ordinary
circle	minute	business	particular
consider	natural	calendar	peculiar
continue	often	century	possess(ion)
describe	perhaps	certain	potatoes
different	popular	complete	pressure
difficult	position	decide	probably
disappear	possible	early	promise
earth	quarter	enough	purpose
eight/eighth	question	exercise	regular
experiment	recent	experience	reign
famous	remember	extreme	separate
favourite	sentence	guard	special
February	straight	guide	strange
forward(s)	though/although	heart	strength
fruit	thought	imagine	suppose
grammar	through	increase	surprise
group	weight	island	therefore
heard	woman/women	knowledge	various

Summer Term: Revise all spellings taught in Autumn & Spring Terms

Summer Term: Revise all spellings taught in Autumn & Spring Terms

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.