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| **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 reading**  Pupils should be taught to: | | | **Writing - Transcription**  Pupils should be taught to: | | | | | **Handwriting and presentation**  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. | | | Spelling (see English Appendix 1)   * 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. | | | | | * 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]. | | |
| **APPENDIX 1 – Spelling Year 3 and 4** | | | | | | | | | | |
| **Adding suffixes beginning with vowel letters to words of more than one syllable**  forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,  **The /ɪ/ 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**  **dis–**: disappoint, disagree, disobey **mis–**:misbehave, mislead, misspell (mis + spell) **in–**: inactive, incorrect  **il-**: illegal, illegible,  **im-**: immature, immortal, impossible, impatient, imperfect  **ir-**:irregular, irrelevant, irresponsible  **re–**: redo, refresh, return, reappear, redecorate  **sub–**: subdivide, subheading, submarine, submerge | | | **inter–**: interact, intercity, international, interrelated (inter + related)  **super–**: supermarket, superman, superstar  **anti–**: antiseptic, anti-clockwise, antisocial  **auto–**: autobiography, autograph **The suffix –ation** information, adoration, sensation, preparation, admiration  **The suffix –ly** sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically  **Words with endings sounding like /ʒə/ or /tʃə/** measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure  **Endings which sound like /**ʒə**n/** division, invasion, confusion, decision, collision, television **The suffix –ous** poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous  **Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian** invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician | | | | **Words with the /k/ sound spelt ch (Greek in origin)** scheme, chorus, chemist, echo, character  **Words with the /ʃ/ sound spelt ch (mostly French in origin)** chef, chalet, machine,  brochure  **Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)** league, tongue, antique, unique  **Words with the /s/ sound spelt sc (Latin in origin)** science, scene, discipline, fascinate, crescent  **Words with the /eɪ/ sound spelt ei, eigh, or ey** vein, weigh, eight, neighbour, they, obey **Possessive apostrophe with plural words** girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an *s* use the ’s suffix e.g. Cyprus’s  opulation)  **Homophones or near-homophones** 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 | | | |
| **Word List – Year 3/4**  accident(ally) actual(ly) 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(s) 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 occasion(ally) often opposite ordinary particular | peculiar  perhaps popular position possess(ion) possible potatoes pressure probably promise purpose | | quarter  question recent regular reign remember sentence separate special straight strange | strength  suppose surprise therefore though/although thought  through various weight  woman/women |

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| Reading - Comprehension  Pupils should be taught to: | Writing - Composition  Pupils should be taught to: | Vocabulary, grammar and punctuation  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. | plan their writing by:   * Read stories and writing that use the features required for the writing. * Think about the intended audience. * Make plans that include a limited number of characters and describe a few key details that show something about their personalities.   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 (English Appendix 2)   * write from a plan. * organising paragraphs around a theme * in narratives, creating settings, characters and plot * Try to show rather than tell e.g how a character feels by what they say and do. * Recognise and use narrative language e.g On a cold winter’s day, Dear Diary etc. * in non-narrative material, using simple organisational devices [for   example, headings and sub-headings]   * Dialogue begins to be used to convey characters thoughts and to move narrative forward. * Language choices help create realistic sounding narratives e.g adverbs, adjectives, precise nouns(turquoise instead of blue), expressive verbs shouted, muttered instead of said.   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. | develop their understanding of the concepts set out in English Appendix 2 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.  Appendix 2 – Grammar Year 3   * Formation of nouns using a range of prefixes [for example super–   , anti–, auto–]   * Use of the forms a or an according to whether the next word   begins with a consonant or a vowel [for example, a rock, an open  box]   * Word families based on common words, showing how words are   related in form and meaning [for example, solve, solution, solver,  dissolve, insoluble]   * Expressing time, place and cause using conjunctions [for   example, when, before, after, while, so, because], adverbs [for  example, then, next, soon, therefore], or prepositions [for  xample, before, after, during, in, because of]   * Introduction to paragraphs as a way to group related material * Headings and sub-headings to aid presentation * Use of the present perfect form of verbs instead of the simple   past [for example, He has gone out to play contrasted with He went  out to play]   * Introduction to inverted commas to punctuate direct speech   Terminology for pupils;  preposition conjunction, word family, prefix, clause, subordinate clause, direct  speech, consonant, consonant letter vowel, vowel letter, inverted commas (or  ‘speech marks’) |

Curriculum map taken from English National Curriculum and Progression in Narrative from National Strategies.