Year 3 and 4

Writing *Transcription - Spelling* Pupils should be taught to:	Year 3 - Autumn 1	Year 3 - Autumn 2	Year 3 - Spring 1	Year 3 - Spring 2	Year 3 - Summer 1	Year 3 - Summer 2	Year 4 - Autumn 1	Year 4 - Autumn 2	Year 4 - Spring 1	Year 4 - Spring 2	Year 4 - Summer 1	Year 4 - Summer 2
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.												

Writing *Composition* Pupils should be taught to:	Year 3 - Autumn 1	Year 3 - Autumn 2	Year 3 - Spring 1	Year 3 - Spring 2	Year 3 - Summer 1	Year 3 - Summer 2	Year 4 - Autumn 1	Year 4 - Autumn 2	Year 4 - Spring 1	Year 4 - Spring 2	Year 4 - Summer 1	Year 4 - Summer 2
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												
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)												
• 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:												
• 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.												

Year 3 and 4

Writing *Vocabulary, grammar and punctuation* Pupils should be taught to:	Year 3 - Autumn 1	Year 3 - Autumn 2	Year 3 - Spring 1	Year 3 - Spring 2	Year 3 - Summer 1	Year 3 - Summer 2	Year 4 - Autumn 1	Year 4 - Autumn 2	Year 4 - Spring 1	Year 4 - Spring 2	Year 4 - Summer 1	Year 4 - Summer 2
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												

Writing *Transcription - Handwriting* Pupils should be taught to:	Year 3 - Autumn 1	Year 3 - Autumn 2	Year 3 - Spring 1	Year 3 - Spring 2	Year 3 - Summer 1	Year 3 - Summer 2	Year 4 - Autumn 1	Year 4 - Autumn 2	Year 4 - Spring 1	Year 4 - Spring 2	Year 4 - Summer 1	Year 4 - Summer 2
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].												

Year 3 and 4

Appendix 2: Year 3 *Vocabulary, grammar and punctuation* Pupils should be taught to:		Year 3 - Autumn 1	Year 3 - Autumn 2	Year 3 - Spring 1	Year 3 - Spring 2	Year 3 - Summer 1	Year 3 - Summer 2	Year 4 - Autumn 1	Year 4 - Autumn 2	Year 4 - Spring 1	Year 4 - Spring 2	Year 4 - Summer 1	Year 4 - Summer 2
Word	Form nouns using a range of prefixes (for example super-, anti-, auto-)												
Word	Use the form a or an according to whether the next word begins with a consonant or vowel												
Word	Understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]												
Sentence	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]												
Sentence	Express time, place and cause using adverbs [for example, then, next, soon, therefore]												
Sentence	Express time, place and cause using prepositions [for example, before, after, during, in, because of												
Text	Introduction to paragraphs as a way to group related material												
Text	Use headings and sub-headings to aid presentation												
Text	Use 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]												
Punctuation	Introduction to inverted commas to punctuate direct speech												
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading:													
•	Preposition												
•	Conjunction												
•	Word family												
•	Prefix												
•	Clause												
•	Subordinate clause												
•	Direct speech												
•	Consonant/ consonant letter												
•	Vowel/ vowel letter												
•	Inverted commas (or 'speech marks')												

Year 3 and 4

Appendix 2: Year 4 *Vocabulary, grammar and punctuation* Pupils should be taught to:		Year 3 - Autumn 1	Year 3 - Autumn 2	Year 3 - Spring 1	Year 3 - Spring 2	Year 3 - Summer 1	Year 3 - Summer 2	Year 4 - Autumn 1	Year 4 - Autumn 2	Year 4 - Spring 1	Year 4 - Spring 2	Year 4 - Summer 1	Year 4 - Summer 2
Word	The grammatical difference between plural and possessive –s												
Word	Standard English for verb inflections instead of local spoken forms [for example, we were, instead of, we was. I did, instead of I done]												
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher, expanded to: the strict maths teacher with curly hair))												
Sentence	Fronted adverbials [for example, Later that day, I heard the bad news.]												
Text	Use of paragraphs to organise ideas around a theme												
Text	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition												
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]												
Punctuation	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]												
Punctuation	Use of commas after fronted adverbials												
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading:													
• Determiner													
• Pronoun													
• Possessive pronoun													
• Adverbial													

Year 3 and 4

Reading *Word Reading* Pupils should be taught to:	Year 3 - Autumn 1	Year 3 - Autumn 2	Year 3 - Spring 1	Year 3 - Spring 2	Year 3 - Summer 1	Year 3 - Summer 2	Year 4 - Autumn 1	Year 4 - Autumn 2	Year 4 - Spring 1	Year 4 - Spring 2	Year 4 - Summer 1	Year 4 - Summer 2
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.												

Reading *Comprehension* Pupils should be taught to:	Year 3 - Autumn 1	Year 3 - Autumn 2	Year 3 - Spring 1	Year 3 - Spring 2	Year 3 - Summer 1	Year 3 - Summer 2	Year 4 - Autumn 1	Year 4 - Autumn 2	Year 4 - Spring 1	Year 4 - Spring 2	Year 4 - Summer 1	Year 4 - Summer 2
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 and 4