



- Choose the areas of grammar that link with the piece of writing that you are covering.
- Highlight grammar areas, as and when covered, you will probably cover them more than once.

Reading

Comprehension and Understanding

Comments on the way characters relate to one another.
Knows which words are essential in a sentence to retain meaning.
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.

Intonation and Expression

Recognise how commas are used to give more meaning.

Word Reading

Word Reading - 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.

Grammatical Features

Recognise:

- plurals
 - pronouns and how used
 - collective nouns
 - adverbs
- Can explain the difference that adjectives and verbs make.

Prediction, inference & deduction

Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.

Genres to cover in Yr 3

Story with familiar setting	Traditional stories (fairy tales)	Traditional stories (myths and legends)	Fables	Parables	Adventure/Mystery Stories	
Shape poem	Poems based upon observations	Performance poetry	Calligrams	Haiku	Free verse	Diamonte
Informal & Formal letter (to recount, to explain, to enquire, to congratulate, to complain)		Persuasive writing		Simple persuasive leaflet	Book review by same author	
Non chronological reports	Instructions	Diaries over time	Newspaper Reports	Debates/speech writing / points of view		

Writing

Sentence & text structure

Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd & 3rd person. Use perfect form of verbs to mark relationships of time & cause.

Paragraphing

Group ideas into paragraphs around a theme.
Write under headings & sub-headings.

Handwriting - Following the Nelson Handwriting Scheme

Legible, joined handwriting. Writing in pen. 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 (e.g. initial capital and second letter). 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].

Writing Transcription – Spelling

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.

Composition

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 whole class, using appropriate intonation & controlling tone & volume so that meaning is clear.



Grammar

<p>Simple sentences (what are they and what must they include?) Identify object and subject in a sentence Developing action verbs Use correct verbs to show the relationships of time and cause e.g. I have written it down so we can check it. Tenses- using 'ed' Changing a sentence into a question Introduction into punctuating direct speech Exploring different presentation of text- features Commas in a list Adjectives- classifying Plurals Exploring capitalisation of proper nouns (names, months, planets) Using nouns and avoiding repetition by using pronouns. Collective nouns e.g. a litter of pups Irregular past tense Pronouns- explaining the difference when used in 1st, 2nd, 3rd person Conjunctions- if, so, while, though, since, when Time sequences-first, then, after, meanwhile, from, where and to express time and cause Adverbs and prepositions (in, of, at, with, by, between) Commas within a sentence, use after a frontal adverb Use of commas for embedded clause</p>	<p>Variation in sentence openers Using connectives to create compound sentences (and, but, so) Accurately using full stops, capital letters, question marks, exclamation Superlative/comparative adjectives Adverbials- time, place, manner Use a wider range of connectives to develop sentences and include more than one clause (when, if, because, although) Nouns expanded by simple adjectives Develop openings and closing Start linking ideas using pronouns Use of plurals Alphabetical order work- using dictionary Form nouns using a range of prefixes e.g. super-, anti- Correct use of the determiner a and an. Have knowledge of word families based on common words. Use conjunctions, adverbs or prepositions to express time and cause. Have knowledge of what a paragraph is. Use headings and sub headings. Use speech marks punctuate direct speech.</p>	<p>Understand the following vocab: verb, tenses, commas, proper nouns, collective nouns, conjunctions, adverbs, prepositions, compound sentences, full stops, capital letters, question marks, exclamation marks, determiner, word family, conjunction, adverb, preposition, direct speech, inverted commas, speech marks, prefix, consonant, vowel, clause, subordinate clause and paragraph.</p>
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<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <input type="checkbox"/> using the present perfect form of verbs in contrast to the past tense <input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> using conjunctions, adverbs and prepositions to express time and cause <input type="checkbox"/> using fronted adverbials <input type="checkbox"/> learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using commas after fronted adverbials <input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns <input type="checkbox"/> using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
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Spellings & Word Lists – see appendix

Spoken Language

Pupils should be taught to:

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> listen and respond appropriately to adults and their peers <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s) <input type="checkbox"/> select and use appropriate registers for effective communication. | <ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates <input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others |
|---|--|

- Choose the areas of grammar that link with the piece of writing that you are covering.
- Highlight grammar areas, as and when covered, you will probably cover them more than once..



Reading

Comprehension and Understanding

Give a personal point of view on a text.
Can re-explain a text with confidence.
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
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-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.

Grammatical Features

Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.

Research

Skims & scans to locate information and/or answer a question.

Intonation and Expression

Use appropriate voices for characters within a story.

Word Reading

Word Reading - 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.

Prediction, inference & deduction

Justify inferences with evidence, predicting what might happen from details stated or implied.

Writing

Sentence & text structure

Vary sentence structure, using different openers.
Use adjectival phrases (e.g. biting cold wind).
Appropriate choice of noun or pronoun.

Paragraphing

Use connectives to link paragraphs.

Handwriting

Following the Nelson Handwriting Scheme

Legible, joined handwriting of consistent quality. Writing in Pen
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 (e.g. initial capital and second letter).
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].

Writing Transcription – Spelling

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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.

Composition

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.



Genres to cover in Yr 4

Adventure/mystery stories with chapters Stories that raise an issues/dilema Stories about an imaginary world Stories with historical settings Stories from other cultures Write a play script
Poetry from different cultures and traditions Poetry with theme Modern poetry imagery poetry Nonsense Poems Raps Ballad
Persuasive argument/written advert to persuade Instructions Recounts - Newspaper report / Magazines Non- chronological report- information book
Explanations Informal & Formal letter (to recount, to explain, to enquire, to congratulate, to complain) Debates/speech writing / points of view/ Discussion/ 2 sided argument

Grammar

<p>Reread own writing to check for grammatical sense to identify errors and suggest alternatives Using and punctuating direct speech Passive voice Commas using vocative case Using standard English e.g. subject/verb agreement Verbs (we, were, I did) Proper nouns Using nouns/ pronouns appropriately for clarity and cohesion. Using nouns/pronouns in sentences to avoid repetition Revise work on verbs from year 1-3 and investigate verb tenses (past, present and future) Compare narrative and non narrative forms. Understand how tenses refer to time. Identify the use of powerful verbs (hobbled instead of went) Irregular past tense Subordinate clauses – use of comma Identify adverbs and understand their function within a sentence (notice where they occur in sentences. Practice using commas to mark grammatical boundaries and expand sentences Use paragraphs in story writing. Work on expressive and figurative languages in stories</p>	<p>Comparing adjectives on the scale of intensity Understand the significance of word order Recognise how commas, connectives and full stops are used to join clauses. Identify how and why paragraphs are used to organise and sequence information. Developing superlative/comparative adjectives Develop a wider range of connectives (when, if, because, although) Know where to use “ “ , . ! effectively Understand how dialogue is laid out, positioning of commas before speech marks Change particular words- changing verbs endings, adding comparative endings, pluralisation (singular and more) Understand how the grammar of a sentence alters when the sentence type is altered e.g. when a statement is turned into a question e.g. the boy has eaten, has the boy eaten the apple? Use of connectives e.g. adverbs, conjunctions, to structure an argument e.g. if, as, when, although Start sentences with adverbial phrases using commas in the correct place. Use of basic sub-ordinate clauses- and, so, but within paragraphs / sections, some links between sentences, e.g. use of pronouns or of adverbials use simple adjectives to expand nouns indicating possession by using possessive apostrophe with singular and plural nouns.</p>	<p>Know the difference between a plural and a possessive. Know standard English forms for verbal inflections (e.g. we were instead of we was) Being able to use nouns and pronouns in sentences correctly to avoid repetition. Use of fronted adverbials Use of paragraphs Use of apostrophes to mark singular and plural possession. Commas used after fronted adverbials (e.g. Later that day, I heard the bad news.) Use of bullets points to form a list</p> <p>Understand the following vocab: pronoun, possessive, pronoun, adverbial, bullet points, speech marks, exclamation marks, commas, proper nouns, verb, tenses, subordinate clauses, adverbs, superlative adjective, comparative adjective, paragraphs, adjectives, full stops, clause, pluralisation, question, adverbial phrases, plural, possessive, standard English, apostrophes.</p>
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