

Spoken Language

- Everyday children spend 15 or 20 minutes storytelling
- pupils are taught to:
 - listen and respond appropriately to adults and peers
 - ask relevant questions and use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well-structured descriptions, explanations and narratives for different purposes
 - maintain attention and participate actively in collaborative conversations; participate in discussions, presentations, performances, role play, improvisations and debate
 - develop understanding through speculating, hypothesising, imaging and exploring ideas
 - speak audibly and fluently with increasing command of standard English; gain and maintain and monitor the interest of the listener(s)
 - consider and evaluate different viewpoints, attending to and building on the contributions of others.

Reading (word reading including phonics)

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 Year 3 and 4 spelling list, both to read aloud and to understand the meaning of new words that they meet.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading (comprehension)

-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 (e.g. 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.

Writing (transcription) spelling and handwriting

- Pupils will be taught using the Talk for Writing teaching sequence.
- Revise work done in previous years- letters and sounds/high frequency words for individuals- rules for adding suffixes
- use further prefixes and suffixes and understand how to add them – ation, -ly, -ous
- -adding suffixes beginning with vowel letters to words of more than one syllable
- Words with endings sounding like /ʒə/ -sure or /tʃə/ -ture or /ʒən/ -sion
- Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
- Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme -the /ʃ/ sound spelt ch (mostly French in origin) e.g. chef
- Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
- Words with the /s/ sound spelt sc (Latin in origin)
- Words with the /ei/ sound spelt ei, eigh, or ey
- The /i/ sound spelt y elsewhere than at the end of words (e.g. myth, gym)
- The /ʌ/ sound spelt ou (e.g. young)
- spell further homophones or near homophones
- Possessive apostrophe with plural words
- spell words that are often misspelt
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated, that include words and punctuation taught so far
- Word list Year 3 and 4.

Pupils will be taught to:

- use the diagonal and horizontal strokes that are needed to join letters
- 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 (composition) Text, Sentence and Word Level (Vocabulary, grammar and punctuation)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>-Consolidate Year 3 list</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time, to organise ideas round a theme, Logical organisation, Group related paragraphs, Develop use of a topic sentence, Link information within paragraphs with a range of connectives.</p> <p>-Fiction:</p> <ul style="list-style-type: none"> • Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) • Plan opening using: Description /action • Developed 5 parts to story: Introduction, Build-up, Problem / Dilemma ,Resolution ,Ending • Build in suspense writing to introduce the dilemma • Clear distinction between resolution and ending. Ending should include reflection on events or the characters. <p>-Non-Fiction:</p> <ul style="list-style-type: none"> • Secure use of planning tools: Text map/ washing line/ 'Boxing -up' grid • Use of bullet points, diagrams • Introduction, Middle section(s), Ending • Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader • Appropriate choice of pronoun or noun across sentences to aid cohesion 	<p>-Consolidate Year 3 list</p> <p>-Standard English for verb inflections instead of local spoken forms</p> <p>-Long sentences to enhance description or information</p> <p>-Short sentences to move events on quickly e.g. <i>It was midnight.</i></p> <p>-Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>-Secure use of simple / embellished simple sentences / compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>-Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>-'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i></p> <p>-Expanded -'ing' clauses as starters e.g. <i>Grimacing menacingly, he slipped the treasure into his rucksack.</i></p> <p>-Drop in -'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>-Sentence of 3 for action e.g. <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>-Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>-Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i></p> <p>-Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>-Consolidate Year 3 list</p> <p>-Prepositions <i>at underneath since towards beneath beyond</i></p> <p>-Conditionals - <i>could, should, would</i></p> <p>-Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>-Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>-The grammatical difference between plural and possessive –s</p> <p>-Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>-Consolidate Year 3 list</p> <p>-Commas to mark clauses and to mark off fronted adverbials</p> <p>-Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>-Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>-Consolidate: Finger spaces Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon - instructions Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun Alliteration Simile – 'as' / 'like' Synonyms</p> <p>Introduce: Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession</p>