

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)

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.

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 /zə/ -sure or /tʃə/ -ture or /zən/ -sion
- Endings which sound like /jən/, 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 /eɪ/ sound spelt ei, eigh, or ey
The /ɪ/ 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].

By the end of Year 3, pupils should be expected to use joined handwriting throughout their independent writing. Handwriting continues 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.

Writing (composition) Text, Sentence and Word Level (Vocabulary, grammar and punctuation)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>-Consolidate Year 2 list</p> <p>-Paragraphs to organise ideas into each story part, to organise ideas around a theme</p> <p>-Fiction</p> <ul style="list-style-type: none"> • Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) • Plan opening around character(s), setting, time of day and type of weather • Extended vocabulary to introduce 5 story parts: • Introduction –should include detailed description of setting or characters • Build-up –build in some suspense towards the problem or dilemma • Problem / Dilemma –include detail of actions / dialogue • Resolution - should link with the problem • Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. <p>-Non-Fiction</p> <ul style="list-style-type: none"> • Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids • Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i> • Middle Section(s) • Group related ideas /facts into paragraphs • Sub headings to introduce sections / paragraphs • Topic sentences to introduce paragraphs • Lists of steps to be taken • Bullet points for facts • Flow diagram • Develop Ending: Personal response, Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment • Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i> 	<p>-Consolidate Year 2 list</p> <p>-Long sentences to add description or information.</p> <p>-Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>-Embellished simple sentences:</p> <p>-Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i></p> <p>-Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</p> <p>-A few days ago, we discovered a hidden box.</p> <p>-At the back of the eye, is the retina.</p> <p>-In a strange way, he looked at me.</p> <p>-Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>-Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>-Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.)</p> <p>-‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>-Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g. <i>“Hello,” she whispered.</i></p>	<p>-Consolidate Year 2 list</p> <p>-Prepositions <i>Next to by the side of</i> <i>In front of during through</i> <i>throughout because of</i></p> <p>-Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>-Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>-More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>-Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>-Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>-Consolidate Year 2 list</p> <p>-Colon before a list e.g. <i>What you need:</i></p> <p>-Ellipses to keep the reader hanging on</p> <p>-Secure use of inverted commas for direct speech</p> <p>-Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>-Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Statement</p> <p>question</p> <p>exclamation</p> <p>Command</p> <p>Full stops</p> <p>Capital letter</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>‘Speech marks’</p> <p>Bullet points</p> <p>Apostrophe (contractions only)</p> <p>Commas for sentence of 3 - description</p> <p>Singular/ plural</p> <p>Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs</p> <p>Tense (past, present, future)</p> <p>Connective</p> <p>Generalisers</p> <p>Alliteration</p> <p>Simile – ‘as’ / ‘like’</p> <p>Introduce:</p> <p>Word family</p> <p>Conjunction</p> <p>Adverb</p> <p>Preposition</p> <p>Direct speech</p> <p>Inverted commas</p> <p>Prefix</p> <p>Consonant/Vowel</p> <p>Clause</p> <p>Subordinate clause</p> <p><u>Determiner</u></p> <p><u>Synonyms</u></p> <p><u>Relative clause</u></p> <p><u>Relative pronoun</u></p> <p><u>Imperative</u></p> <p>Colon for instructions</p>

