

Nunney First School

English Curriculum for Years 3 and 4

Note: The 2014 National Curriculum provides an English programme of study for Lower Key Stage 2 (Years 3 and 4 combined) rather than separate programmes of study for Year 3 and Year 4. Across the two years that they are in Lower Key Stage 2, children are introduced to, use and apply and embed with increasing understanding, the knowledge, skills and understanding detailed in the left hand column of each table below.

Years 3 and 4 Reading – Word Reading	Key Teaching Strategies
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	<ul style="list-style-type: none"> • daily, discrete teaching of spelling using the RWI Year 3 and Year 4 Spelling Programmes • systematic vocabulary development • semantic strategies
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<ul style="list-style-type: none"> • sight vocabulary reading strategies developed through the RWI Year 3 and Year 4 Spelling Programmes • daily sustained, silent reading to build reading stamina

Years 3 and 4 Reading – Comprehension	Key Teaching Strategies
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	<ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • book talk • reading across the curriculum
reading books that are structured in different ways and reading for a range of purposes	<ul style="list-style-type: none"> • see Nunney First School's 'Principles for Medium Term Literacy Planning' • guided reading with a focus on language comprehension
using dictionaries to check the meaning of words that they have read	<ul style="list-style-type: none"> • teacher modelling • guided reading with a focus on language comprehension • independent vocabulary work linked to guided reading • zones of relevance
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	<ul style="list-style-type: none"> • inclusion of texts from these genres in Year 3 / Year 4 English loops of learning and projects • use of Pie Corbett 'Talk for Writing' methodologies • independent story-telling • reading aloud to children • guided reading with a focus on language comprehension

	<ul style="list-style-type: none"> • monitoring of personal reading
identifying themes and conventions in a wide range of books	<ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • book talk including likes / dislikes / puzzles / connections • interpretive comprehension strategies (identifying themes or information)
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	<ul style="list-style-type: none"> • performance poetry • school productions
discussing words and phrases that capture the reader's interest and imagination	<ul style="list-style-type: none"> • book talk • magpie books / pinch pads / word walls
recognising some different forms of poetry for example, free verse, narrative poetry	<ul style="list-style-type: none"> • reading poetry aloud • book talk
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	<ul style="list-style-type: none"> • guided reading • independent reading
asking questions to improve their understanding of a text	<ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension including the use of: <ul style="list-style-type: none"> – reciprocal teaching – question generation – book talk – hot-seating
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book talk • interpretative comprehension strategies (character development)
predicting what might happen from details stated and implied	<ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book talk • reciprocal teaching whereby the teacher and pupils collaborate in learning and practice the four key skills of: summarizing, questioning, clarifying, and predicting
identifying main ideas drawn from more than one paragraph and summarising these	<ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book talk including likes / dislikes / puzzles / connections • interpretive comprehension strategies (identifying themes or information) • independent summarising activities linked to guided reading
identifying how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none"> • guided reading with a focus on language comprehension

	<ul style="list-style-type: none"> • text structure analysis comprehension strategies • writer-talk
retrieve and record information from non-fiction	<ul style="list-style-type: none"> • use of Sue Palmer's writing skeletons • text structure analysis comprehension activities • note-taking
participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say	<ul style="list-style-type: none"> • discussion following reading aloud to children • literature circles • reciprocal teaching • guided reading with a focus on language comprehension

Years 3 and 4 Writing - Transcription	Key Teaching Strategies
<p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals for example, girls', boys' and in words with irregular plurals for example, children's</p>	<ul style="list-style-type: none"> • daily, discrete teaching of spelling using the RWI Year 3 and Year 4 Spelling Programmes • application of 'Every Time We Write' success criteria
<p>use the first two or three letters of a word to check its spelling in a dictionary</p>	<ul style="list-style-type: none"> • discrete teaching of dictionary skills through teacher modelling
<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<ul style="list-style-type: none"> • daily, discrete teaching of spelling using the RWI Year 3 and Year 4 Spelling Programmes • guided writing – transcriptional focus • application of 'Every Time We Write' success criteria

Years 3 and Year 4 – Handwriting	Key Teaching Strategies
<p>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</p> <p>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</p>	<ul style="list-style-type: none"> • systematic use of Nunney First School's Handwriting Programme (nelson Handwriting) and progression through the exercises in the programme <p>Note: these objectives are taught in Year 2 and consolidated in Years 3 and 4 so that children develop fluent handwriting and write with automaticity</p>

Years 3 and 4 Writing – Composition	Key Teaching Strategies
<p>plan their writing by:</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • shared, guided and independent writing focusing on: <ul style="list-style-type: none"> – writer-talk – boxing-up – writer’s grid • use of Pie Corbett ‘Talk for Writing’ teaching approaches
<p>draft and write by:</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • use of Pie Corbett ‘Talk for Writing’ teaching approaches • shared, guided and independent writing focusing on: <ul style="list-style-type: none"> – oral retelling of quality extracts and whole texts – zones of relevance – writers’ grid – talking character/setting – talking the text
<p>evaluate and edit by:</p> <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • shared, guided and independent writing focusing on: <ul style="list-style-type: none"> – book talk to evaluate the effectiveness of writing – peer and self-assessment - see Nunney First School’s ‘Feedback and Marking Policy’
<p>proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none"> • peer assessment • see Nunney First School’s ‘Feedback and Marking Policy’
<p>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.</p>	<ul style="list-style-type: none"> • teacher modelling • quality speaking • use of expressive reading strategies explicitly taught through the RWI phonics/reading programme and adult modelling of reading

Years 3 and 4 – Vocabulary, Grammar and Punctuation	Key Teaching Strategies
<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> – extending the range of sentences with more than one clause by using a 	<ul style="list-style-type: none"> • explicit modelling of vocabulary, grammar and punctuation as detailed in planning for each English loop of learning • discrete grammar and punctuation teaching within

<p>wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none">– 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 <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>planned English loops of learning</p> <ul style="list-style-type: none">• shared, guided and independent writing focusing on writer-talk• application of ‘Every Time We Write’ success criteria
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