

National Curriculum: English, Lower Key Stage 2

Statutory Programmes of Study	Year 3	Year 4
<b>spoken language</b>	SL1 SL2 SL3  SL4 SL5 SL6 SL7 SL8 SL9 SL10 SL11 SL12 SL13	<p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions the extend understanding and knowledge</p> <p>Use relevant strategies to build vocabulary. <i>This will range from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics.</i></p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly, fluently and with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates <i>in groups of different sizes – in pairs, small groups, large groups and as a whole class.</i></p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p> <p><i>Develop competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.</i></p>
<b>reading word</b>	<p>Apply knowledge of <b>root words, prefixes and suffixes</b></p> <p>Read further <b>exception words</b></p>	
<b>reading comprehension</b>	R1 R2 R3 R4 R5 R6 R7 R8 R9  R10 R11 R12 R13 R14  R15 R16  R17 R18	<p><b>Develop positive attitude to reading and understanding by:</b></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference texts</p> <p>reading books structured in different ways and reading for a range of purposes</p> <p><i>learning the conventions of different types of texts e.g. greeting in a letter, a diary in the first person, presentation features - numbering in instructions</i></p> <p>using dictionaries to check word meaning</p> <p>increasing familiarity with wider range of books, retelling some orally: fairy stories, myths and legends</p> <p>identifying themes and conventions in wide range of books <i>e.g. triumph of good over evil, use of magic devices in fairy stories and folk tales</i></p> <p>preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action <i>using drama approaches to understand how to perform &amp; support understanding of meaning</i></p> <p>discussing words and phrases that capture the reader’s interest and imagination</p> <p>recognising some different forms of poetry e.g. free verse, narrative, poetry</p> <p><b>Understand what is read in books read independently by:</b></p> <p>checking the text makes sense, discussing understanding and word meaning</p> <p>asking questions to improve understanding of a text</p> <p>drawing inferences e.g. inferring characters’ feelings, thoughts and motives from their actions. Justifying inference with evidence</p> <p>predicting what might happen from what is stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p><b>Retrieve and record information from non-fiction by:</b></p> <p><i>knowing what information they need to know before they begin</i></p> <p><i>knowing how to use contents pages and indexes to locate information</i></p> <p><b>Participate in discussions about books read independently and read to them, take turns, listen to what others say by:</b></p> <p><i>having guidance about questions and explanations expected</i></p> <p><i>helping to develop, agree on and evaluate rules for effective discussion in which all take part</i></p>
	WP1 WP2	<p><b>Plan writing by:</b></p> <p>discussing similar models to understand and learn from structure, vocabulary and grammar</p> <p>discussing and record ideas</p>

writing composition	WW1 WW2 WW3 WW4 WW5  WE1 WE2  WE3 WE4	<p><b>Draft and write by:</b>  <i>writing for a range of real purposes and audiences across the curriculum</i>          composing and rehearsing sentences orally (including dialogue), progressively building up a varied and rich vocabulary and an increasing range of sentence structures          organising paragraphs around a theme          in narratives, creating settings, characters and plot          in non-narratives, using simple, organisational devices e.g. headings and subheadings</p> <p><b>Evaluate and edit by:</b>          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-reading for spelling and punctuation errors          reading aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear</p>	
writing handwriting	HW1 HW2 HW3	<ul style="list-style-type: none"> <li>Use diagonal and horizontal strokes needed to join. Understand which letters, when adjacent to one another, are best left un-joined</li> <li>Increase legibility, consistency and quality of handwriting</li> <li>Use <i>joined up handwriting throughout independent writing</i></li> </ul>	
writing transcription, spelling Also, see spelling objectives.	SP1 SP2 SP3 SP4 SP5 SP6 SP7	<ul style="list-style-type: none"> <li>Further <b>prefixes and suffixes</b> (Appendix 1)</li> <li>Further <b>homophones</b> (Appendix 1)</li> <li>Words that are <b>often misspelt</b> (Appendix 1)</li> <li><b>Possessive apostrophe</b> with regular and irregular plurals (Appendix 1)</li> <li>First 2 or 3 letters to check spelling with a <b>dictionary</b></li> <li>Write <b>simple sentences dictated</b> by the teacher with words and punctuation taught</li> </ul> <p><b>Common words, word list Year 3 and Year 4</b> (Appendix 1)</p>	
vocabulary, grammar and punctuation appendix 2 VGP CODES VGPW1, VGPT2, etc	word	<ul style="list-style-type: none"> <li>Form nouns using a range of prefixes</li> <li>Use <b>a or an</b> according to whether the next words begins with a <b>vowel or consonant</b></li> <li>Understand and use <b>word families</b> based <b>on common words</b>, showing how they are related to form and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between the <b>plural and possessive –s</b></li> <li>Apply <b>Standard English</b> form of <b>verbs and apply in writing</b> e.g. writing dialogue for characters</li> </ul>
	sentence	<ul style="list-style-type: none"> <li><b>Extend the range of sentences with more than one clause</b> by using a wider range of connectives</li> <li>Use <b>conjunctions</b> e.g. so, because, <b>adverbs</b> e.g. next, slowly, soon <b>or prepositions</b> e.g. before, after, in to express time, place and cause</li> <li>Use the <b>present perfect</b> form of <b>verbs</b> instead of the simple past</li> </ul>	<ul style="list-style-type: none"> <li><b>Use a range of sentences with more than one clause by using a wider range of connectives</b> including: when if, because, although</li> <li><b>Choose nouns and pronouns appropriately for clarity and cohesion</b></li> <li><b>Expand noun phrases</b> by the addition of modifying <b>adjectives, nouns and preposition phrases</b></li> <li>Use <b>fronted adverbials</b></li> </ul>
	text	<ul style="list-style-type: none"> <li>Use <b>paragraphs</b> to group related material</li> <li>Use <b>heading and subheadings</b> to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>paragraphs</b> to organise ideas around a theme</li> <li>Choose <b>noun/pronoun</b> for <b>cohesion</b> within and across sentences to aid cohesion</li> </ul>
	punctuation	<ul style="list-style-type: none"> <li><b>Introduce inverted commas</b> to punctuate <b>direct speech</b></li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and <b>other punctuation for direct speech</b></li> <li>Use <b>apostrophes</b> for <b>plural possession</b></li> <li>Use <b>commas</b> after <b>fronted adverbials</b></li> </ul>
	terminology	word family, prefix consonant, consonant letter vowel, vowel letter adverb, preposition, conjunction clause, subordinate clause direct speech	adverbial pronoun, possessive pronoun determiner