

Years 3 and 4 English Curriculum

Reading	Writing Composition	Spelling	Vocabulary, Grammar and Punctuation
Word reading Comprehension skills should be taking precedence over teaching word reading directly. Word reading should support the development of vocabulary.	Plan writing: - discuss writing to understand and learn from its structure, vocabulary and grammar - discuss and record ideas	- Use and spell more prefixes and suffixes - Spell further homophones - Use the possessive apostrophe in plurals - Learn to spell new words - 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, including punctuation	- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - use the present perfect form of verbs in contrast to the past tense - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause - use fronted adverbials - use commas after fronted adverbials - indicate possession by using the possessive apostrophe with plural nouns - use and punctuate direct speech
Comprehension - develop positive attitudes to reading and understanding - listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - read books that are structured in different ways and reading for a range of purposes - use dictionaries to check the meaning of words that they have read - increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - identify themes in a wide range of books - prepare poems and play scripts to read aloud and to perform - discuss words and phrases that capture the reader's interest and imagination - recognise some different forms of poetry - check the text makes sense to them - ask questions to improve their understanding - draw inferences about characters - predict what might happen from details stated and implied - identify and summarise main ideas - identify how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - participate in discussion about books	Draft and write: - compose and rehearse sentences orally - organise paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative use simple organisational devices Evaluate and edit: - assess the effectiveness of their own and others' writing - propose changes to grammar and vocabulary to improve consistency - proof-read for spelling and punctuation errors - read aloud own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Handwriting - use the diagonal and horizontal strokes that are needed to join letters - increase the legibility, consistency and quality of their handwriting	Grammar vocabulary for children to know: Year 3: preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Year 4: determiner pronoun, possessive pronoun adverbial