

Lower Key Stage 2 YEAR 3 and 4 LITERACY OBJECTIVES	
<u>Spoken Language:</u> Pupils should be taught to: <ul style="list-style-type: none">a) listen and respond appropriately to adults and their peersb) ask relevant questions to extend their understanding and knowledgec) use relevant strategies to build their vocabularyd) articulate and justify answers, arguments and opinionse) give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsf) maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsg) use spoken language to develop understandingh) speak audibly and fluentlyi) participate in discussions, presentations, performances, role play, improvisations and debatesj) gain, maintain and monitor the interest of the listener(s)k) consider and evaluate different viewpointsl) Select and use appropriate registers for effective communication.	
<u>Word Recognition: Reading</u> Pupils should be taught to: <ul style="list-style-type: none">a) 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 meetb) read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	
<u>Reading Comprehension – Two sections – Developing positive attitudes in reading and understanding what is read</u> Pupils should be taught to: <ul style="list-style-type: none">1. <u>Develop positive attitudes to reading and understanding of what they read by:</u><ul style="list-style-type: none">a) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksb) reading books that are structured in different ways and reading for a range of purposesc) using dictionaries to check the meaning of words that they have readd) 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 bookse) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actionf) discussing words and phrases that capture the reader's interest and imaginationg) recognising some different forms of poetry [for example, free verse, narrative poetry]	

Reading Comprehension

2. understand what they read, in books they can read independently, by:

- a) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- b) asking questions to improve their understanding of a text
- c) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- d) predicting what might happen from details stated and implied
- e) identifying main ideas drawn from more than one paragraph and summarising these
- f) identifying how language, structure, and presentation contribute to meaning
- g) retrieve and record information from non-fiction
- h) 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

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Writing Transcription

Spelling

Pupils should be taught to:

- a) use further prefixes and suffixes and understand how to add them
- b) spell further homophones
- c) spell words that are often misspelt
- d) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- e) use the first two or three letters of a word to check its spelling in a dictionary
- f) write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Writing Transcription

Handwriting

Pupils should be taught to:

- a) 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
- b) 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

Vocabulary, Grammar and Punctuation

Pupils should be taught to develop their understanding of the following concepts:

- a) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - b) using the present perfect form of verbs in contrast to the past tense
 - c) choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - d) using conjunctions, adverbs and prepositions to express time and cause
 - e) using fronted adverbials
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- **indicate grammatical and other features by:**
 - f) using commas after fronted adverbials
 - g) indicating possession by using the possessive apostrophe with plural nouns
 - h) using and punctuating direct speech

Writing Composition:

Pupils should be taught to:

- **plan their writing by:**
 - a) discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - b) discussing and recording ideas
- **draft and write by:**
 - c) composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures and organising paragraphs around a theme
 - d) in narratives, creating settings, characters and plot
 - e) in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **evaluate and edit by:**
 - a) assessing the effectiveness of their own and others' writing and suggesting improvements
 - b) proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **proof-read for spelling and punctuation errors**
- **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**

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

WORD Year 3	SENTENCE Year 3	TEXT Year 3	PUNCTUATION Year 3
<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<p>Expressing time, place and cause using</p> <ul style="list-style-type: none"> •conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], *prepositions [for example, before, after, during, in, because of] 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<p>Introduction to inverted commas to punctuate direct speech</p> <hr/> <p>Terminology for Year 3</p> <p>preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>
WORD Year 4	SENTENCE Year 4	TEXT Year 4	PUNCTUATION Year 4
<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <hr/> <p>Terminology for Year 4 (previous years and..)</p> <p>determiner pronoun, possessive pronoun adverbial</p>	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials

Year	GRAMMAR Objectives	Example	Terminology	Level of Importance*
3	Recognise simple sentences and begin to recognise compound and complex sentences	Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) The boat arrived late and the man walked down the gangway. They can add a subordinate clause to a sentence When the rain stopped, the girls went back to the playground.	Sentence Conjunction	High
3	Use and recognise nouns, adjectives and adjectival phrases	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: Mrs Coles' house was noisy, loud and messy. Peter and Poppy, who were my age, looked after me very nicely.	Noun Adjective	High
3	Use powerful verbs Introduce the idea of a verb	Explain the concept of a verb and encourage children to use powerful verbs in their writing Not: I went out of the room but I stormed out of the room ... or I plodded out of the room I crept out of the room...	Verb	High
3	Introduce the idea of tense in verbs	Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense. She ran along the road and saw the robber vanishing down a trapdoor. My friend has red hair, blue eyes and is always telling jokes.	Verb Past tense Present tense	Introduce – to consolidate in Year 4
3	Use dialogue in narrative or in drama	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. "I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"	Inverted commas or speech marks Direct speech	High
3	Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex).	Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc.	Conjunction Clause	High – to learn how to write complex sentences

Year	Grammar Objectives	Examples	Terminology	Level of importance*
4	Use adverbs to modify verbs	Children need to understand that we can not only say that something is done or happened, but also HOW. She went off happily to see her granny. He kicked the ball furiously into the wall.	Adverb	Medium
4	Use conjunctions to express time or cause	Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. Dad tripped on the stairs because the cat was lying there. When the film was over, we all went and had a meal. He was certainly still angry so the dogs thought it best to keep out of his sight for a while.	Conjunction Clause Sentence Subordinate clause	High
4	Use prepositions to express time and place	Help children make their writing more interesting by using prepositional phrases. With a heavy heart, the princess put the frog back in the pond. He kicked the ball right over the wall.	Preposition Phrase	High (in terms of chn using such phrases in writing)
4	Person – understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3rd or the 1st person. The dog wandered down the street looking for cats and food. I wandered down the street looking for my dog.	Verb	High
4	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. He spoke crossly and in a loud voice to all the children. The dog ran with the lead in its mouth, down the street.	Adverb	Medium
4	Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses. After the door slammed, the class sat in total silence. As light as a bird, the glider disappeared into the clouds.	Comma	Medium
Year	Grammar Objectives	Examples	Terminology	Level of importance*

4	Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	<p>Encourage children to use pronouns to help them make sense and be clear:</p> <ol style="list-style-type: none"> 1. Avoid repetition: While Sam watched the TV programme. Sam finished making his Lego spaceship. 2. Avoid ambiguity: Mary wanted to help her granny and she was feeling very tired. 3. Add to the cohesion: When she went to bed, Mog was feeling rather full of milk and cat food. 	Pronoun	Medium
4	Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	<p>Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written.</p> <p>E.g. We can use contracted forms, and we can use slang...</p> <p>"Give me a break," sneered Tom, "You can't expect me to believe that!"</p> <p>"Ger'off, you're hurting me," Sam told his younger brother.</p>	Inverted commas or speech marks Direct speech	High
4	Use the possessive apostrophe	<p>Use for singular and plural nouns.</p> <p>Joanna's temper was rising fast.</p> <p>He really wanted his brother's football shirt.</p> <p>All the dogs' dinners had been stolen.</p>	Apostrophe	Medium
4	Use fronted adverbials	<p>Extend children's use of adverbs by encouraging them to start their sentences with an adverbial.</p> <p>In total silence, the children tiptoed along the corridor.</p> <p>Without blinking, Max stared into all their yellow eyes.</p>	Adverbial Phrase	Low

SPELLINGS

Objective	Rules and Guidance	Examples	Y3 and Y4 Objectives
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	1, How spellings of verbs alter when 'ing' is added. 2. Investigate and learn how to use spelling pattern 'le' 3. Recognise and spell common prefixes *lots of ideas in Spelling Bank book 4. Root Words
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	5. How words change when adding 'er' or 'est'
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country	6. How words change when 'y' is added
<ul style="list-style-type: none"> To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre To use knowledge of prefixes to generate new words from root words, especially antonyms, happy/unhappy, appear/disappear 	<p>Most prefixes are added to the beginning of root words without any changes in spelling, un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell)</p> <p>in–: inactive, incorrect</p>	7. Adding 's' to nouns

Objective	Rules and Guidance	Examples	
cont - Prefixes	<p>Before a root word starting with l, in– becomes il.</p> <p>Before a root word starting with m or p, in– becomes im–.</p> <p>Before a root word starting with r, in– becomes ir–.</p> <p>re– means ‘again’ or ‘back’.</p> <p>sub– means ‘under’.</p> <p>inter– means ‘between’ or ‘among’</p> <p>super– means ‘above’</p> <p>anti– means ‘against’.</p> <p>auto– means ‘self’ or ‘own’.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>redo, refresh, return, reappear, redecorate</p> <p>sub–: subdivide, subheading, submarine, submerge</p> <p>inter–: interact, intercity, international, interrelated (inter + related)</p> <p>super–: supermarket, superman, superstar</p> <p>anti–: antiseptic, anti-clockwise, antisocial</p> <p>auto–: autobiography, autograph</p>	<p>8. Silent letters</p> <p>9. Compound words</p> <p>10. Suffixes ly, ful, less,</p> <p>11. Apostrophes</p> <p>12. Prefixes, mis, non, ex, co, anti</p>

Objective	Rules and Guidance	Examples	
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply	information, adoration, sensation, preparation, admiration	
<p>The suffix –ly</p> <p>To recognise and spell common suffixes and how these influence word meanings, e.g. ly, ful, less</p>	<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. basically, frantically, dramatically</p> <p>(4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p>	

Objective	Rules and Guidance	Examples	
Words with endings sounding like /ʒə/or/tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p> <p>teacher, catcher, richer, stretcher.</p>	
Endings which sound like / ən 3/	If the ending sounds like /ʒən/, it is spelt as –sion.	division, invasion, confusion, decision, collision, television	
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>	

Objective	Rules and Guidance	Examples	
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are – ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician	
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character	
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure	
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt – que (French in origin)		league, tongue, antique, unique	

Objective	Rules and Guidance	Examples	
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent	
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	
vein, weigh, eight, neighbour, they, obey	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children's).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)	
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	