

Year 3 and 4

Word reading											
Objective	Narrative (A and B)	Poetry (A and B)	Recounts (A and B)	Play scripts (A and B)	Persuasion (A and B)	Letters (A)	Non-chronological (A)	Discussion (A)	Instructions (B)	Biography/auto biography (B)	Journalistic writing (B)
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 that they meet											
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word											

Reading comprehension											
Objective	Narrative (A and B)	Poetry (A and B)	Recounts (A and B)	Play scripts (A and B)	Persuasion (A and B)	Letters (A)	Non-chronological (A)	Discussion (A)	Instructions (B)	Biography/autobiography (B)	Journalistic writing (B)
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	Guided reading										
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally											
Identifying and discussing themes and	Guided reading										

Year 3 and 4

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	Guided reading										
Recognising some different forms of poetry [for example, 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 exploring the meaning of words in context	Guided reading										
Asking questions to improve their understanding of a text	Guided reading										
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	Guided reading										
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	Guided reading										

Year 3 and 4

Objective	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<i>Spelling</i> Pupils should be taught to:						
Use further prefixes and suffixes and understand how to add them						
Spell further homophones						
Spell words that are often misspelt						
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]						
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, that include words and punctuation taught so far						
<i>Handwriting</i>						
Pupils should be taught to:						
Write legibly, fluently and with increasing speed by:						
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						
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]						

Year 3 and 4