



Literacy Year 3/4 National Curriculum

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see [English Appendix 1](#)). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.



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These key concepts and knowledge will be taught and reinforced through the development of these specific skills. Build on previous skills and in addition

Punctuation	Grammar	Comprehension	Spelling	Handwriting	Vocabulary
<p>Previous years +</p> <ul style="list-style-type: none"> • inverted commas and other speech punctuation. • Apostrophe - plural possession. • Commas after fronted adverbials. 	<p>Previous years +</p> <ul style="list-style-type: none"> • Nouns and pronouns to avoid repetition and avoid ambiguity • Expanded noun phrases • Fronted adverbials • Use a wider range of conjunctions when, if, because, although • Conjunctions, adverbs and prepositions to express time and cause • Present perfect in contrast to past tense eg she has finished reading the book 	<ul style="list-style-type: none"> • Checking the text makes sense to them, discussing their understanding and exploring the meaning of words in context • Drawing inferences such as characters feeling, thoughts and motives from their actions and justifying inferences with evidence • Predicting what might happen from details stated and implied • Asking questions to improve their understanding of the text • Identifying the main ideas drawn from more than one paragraph and summarising these • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read from themselves, taking turns and listening to what others say. 	<p>See below</p>	<p>Use the diagonal and horizontal strokes 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 handwriting eg by ensuring down strokes of letters are parallel and equidistant; that lines of writing are spaced so that the ascenders and descenders do not touch</p>	<p><i>determiner, pronoun, possessive pronoun, adverbial</i></p>



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| Spelling

Spelling	Words	Phonics	Rules and Conventions	Affixes and roots	Word Origins	Grammar
Year 3&4	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words from the National Curriculum word list for Years 3 and 4 (pg 64) 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym • words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight • words containing the /u/ sound spelt 'ou' e.g. double, Trouble • homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail 		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') • words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- • words using suffixes: -ly, -ation, -ous • words with endings sounding / shun/: -tion, -sion, -ssion, -cian • words ending with the schwa sound: measure, creature 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist • words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine • words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique • words with the /s/ sound spelt 'sc' (Latin in origin) e.g. scien 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • Possessive apostrophe with plural words e.g. girls' boys' babies' children's



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Impact

Teachers will regularly assess and will evaluate what knowledge and skills pupils have gained against expectations.

Reading

1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.	
	I am aware that some words sound different to how they are spelt	
	I can show you I have understood an increasing wide range of texts I have read	
	I am able to choose from a range of books that are set out differently but give me the information I require	
	I can talk about different types of stories I have read.	
	I will perform poems and play scripts to read aloud to keep the listener interested	
	I can recognise different types of poetry	
	I can use a dictionary to check the meaning of new words.	
	I can check what I read makes sense by talking about it	
	I can ask questions to help me understand more about a book	
	I can tell what the main ideas in a book are from reading a number of paragraphs	
	I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story	
	I can predict events in stories from what I have read	
	I will discuss word and phrases that interest me	
	I understand that the way books are set out help the reader to identify the meaning.	
	I can use non-fiction books to find out about things.	
	I can take turns when discussing books I have read, or had read to me and listen to what others have to say	



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Writing

1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	Spell further homophones	
	Spell words that are often misspelt (English Appendix 1)	
	Use further prefixes and understand how to add them (English Appendix 1)	
	Use further suffixes and understand how to add them (English Appendix 1)	
	Place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls'</i> , <i>boys'</i> and in words with irregular plurals: e.g. <i>children's</i>	
	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	
	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: e.g. <i>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</i>	
	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
	Plan their writing by: discussing and recording ideas	
	Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <i>Expanded noun phrases and fronted adverbials</i>	
	Draft and write by: organising paragraphs around a theme	
	Draft and write by: in narratives, creating settings, characters and plot	
	Draft and write by: in non-narrative material, using simple organisational devices: e.g. <i>as headings and sub-headings</i>	



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	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements	
	Evaluate and edit by: 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	
	Form nouns using prefixes (super-, anti-)	
	Word families based on common words (solve, solution, dissolve, insoluble)	
	Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
	Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
	Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause	
	Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense	
	Use the correct form of 'a' or 'an'	
	Use of inverted comas and other punctuation to indicate direct speech	
	Use of commas after fronted adverbials	