



Christ Church, Church of England (VC) Primary School

Aspire, celebrate and learn in an inclusive community

NATIONAL CURRICULUM 2014

Y3/4

English

This document contains the Y3/4 Writing Composition, Handwriting and Transcription, Reading, Speaking and Listening.

Writing Objectives for the end of Year 4

Learning objectives	Success criteria
1. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	<i>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</i>
2. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Using the present perfect form of verbs in contrast to the past tense.	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>
3. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Using conjunctions, adverbs and prepositions to express time and cause.	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>
4. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>
5. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding the 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].	<i>I know when to use 'a' or 'an' depending on what the next word begins with.</i>
6. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].	<i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>
7. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding paragraphs as a way to group related material.	<i>I group ideas I write about into paragraphs.</i>
8. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Using headings and sub-headings to aid presentation.	<i>I use headings and sub-headings to structure and present my work.</i>
9. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Beginning to use inverted commas to punctuate direct speech.	<i>I know that inverted commas are used to open and close what some one is saying in a text.</i>
10. Y3 WRITING VOCABULARY GRAMMAR PUNCTUATION Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.	<i>I can use the grammar rules set out in my grammar list.</i>
11. Y3,4 WRITING HANDWRITING PRESENTATION 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.	<i>In handwriting, I know which letters are appropriate to join.</i>
12. Y3,4 WRITING HANDWRITING PRESENTATION 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	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>

of letters do not touch].	
13. Y3,4 WRITING TRANSCRIPTION Use further prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>
14. Y3,4 WRITING TRANSCRIPTION Spell further homophones.	<i>I can spell an increasing number of homophones.</i>
15. Y3,4 WRITING TRANSCRIPTION Spell words that are often misspelt (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>
16. Y3,4 WRITING TRANSCRIPTION Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>
17. Y3,4 WRITING TRANSCRIPTION Use the first two or three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>
18. Y3,4 WRITING TRANSCRIPTION Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>
19. Y3,4 WRITING COMPOSITION Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>
20. Y3,4 WRITING COMPOSITION Discussing and recording ideas.	<i>I am able to use ideas to plan my writing.</i>
21. Y3,4 WRITING COMPOSITION 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>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>
22. Y3,4 WRITING COMPOSITION Organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>
23. Y3,4 WRITING COMPOSITION Creating settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>
24. Y3,4 WRITING COMPOSITION Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings and sub-headings.</i>
25. Y3,4 WRITING COMPOSITION Assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>
26. Y3,4 WRITING COMPOSITION Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit written work to improve the use of grammar.</i>
27. Y3,4 WRITING COMPOSITION Proof-read for spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>
28. Y3,4 WRITING COMPOSITION 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.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>

Strategies for supporting writing at home



Writing

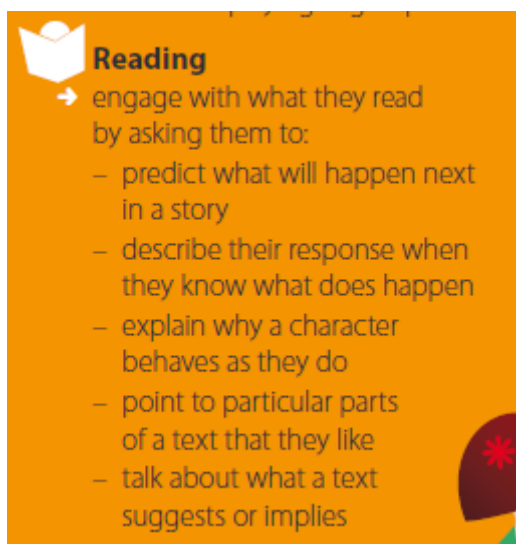
- ask them to tell you what are the best features of their writing
- discuss possible improvements, for example, how to include more detail, vary the pace of a story, or rephrase a sentence
- help them to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs.

Reading Objectives for the end of year 4

Learning objectives	Success criteria
1. Y3,4 READING WORD READING 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 meet.	<i>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>
2. Y3,4 READING WORD READING Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>
3. Y3,4 READING COMPREHENSION Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I can show you I have understood an increasing wide range of texts I have read.</i>
4. Y3,4 READING COMPREHENSION Reading books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>
5. Y3,4 READING COMPREHENSION Using dictionaries to check the meaning of words that they have read.	<i>I can use a dictionary to check the meaning of new words.</i>
6. Y3,4 READING COMPREHENSION Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about different types of stories I have read.</i>
7. Y3,4 READING COMPREHENSION Identifying themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>
8. Y3,4 READING COMPREHENSION Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>
9. Y3,4 READING COMPREHENSION Discussing words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>
10. Y3,4 READING COMPREHENSION Recognising some different forms of poetry [for example, free verse, narrative poetry].	<i>I can recognise different types of poetry.</i>
11. Y3,4 READING COMPREHENSION Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<i>I check what I am reading makes sense by talking about it.</i>
12. Y3,4 READING COMPREHENSION Asking questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>
13. Y3,4 READING COMPREHENSION Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>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>
14. Y3,4 READING COMPREHENSION Predicting what might happen from details stated and implied.	<i>I can predict events in stories from what I have read.</i>
15. Y3,4 READING COMPREHENSION Identifying main ideas drawn from more than one paragraph and summarising these.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>
16. Y3,4 READING COMPREHENSION Identifying how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>
17. Y3,4 READING COMPREHENSION Retrieve and record information from non-fiction.	<i>I can use non-fiction books to find out about things.</i>
18. Y3,4 READING COMPREHENSION Participate in discussion	<i>I can take turns when discussing books I have read, or</i>

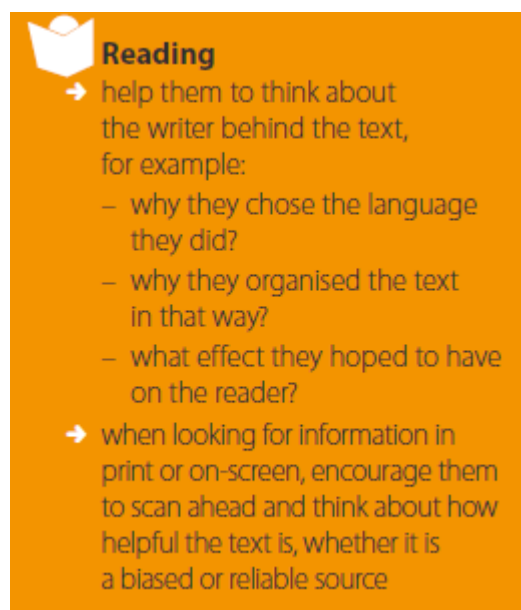
about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<i>had read to me and listen to what others have to say.</i>
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Strategies for supporting reading at home



Reading

- engage with what they read by asking them to:
 - predict what will happen next in a story
 - describe their response when they know what does happen
 - explain why a character behaves as they do
 - point to particular parts of a text that they like
 - talk about what a text suggests or implies



Reading

- help them to think about the writer behind the text, for example:
 - why they chose the language they did?
 - why they organised the text in that way?
 - what effect they hoped to have on the reader?
- when looking for information in print or on-screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source

Objectives for Speaking and Listening for the end of year 4

Learning objectives	Success criteria
.Y3.4 READING COMPREHENSION 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.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language</i>

English

comments .	<i>expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 3.</i>
.Y3 SPEAKING SPOKEN LANGUAGE Select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 3.</i>
.Y4 SPEAKING SPOKEN LANGUAGE Listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 4.</i>
.Y4 SPEAKING SPOKEN LANGUAGE Ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 4.</i>
.Y4 SPEAKING SPOKEN LANGUAGE Use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 4.</i>
.Y4 SPEAKING SPOKEN LANGUAGE Articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 4.</i>
.Y4 SPEAKING SPOKEN LANGUAGE Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 4.</i>
.Y4 SPEAKING SPOKEN LANGUAGE Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 4.</i>
.Y4 SPEAKING SPOKEN LANGUAGE Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 4.</i>
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.Y4 SPEAKING SPOKEN LANGUAGE Select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 4.</i>

Strategies for supporting speaking and listening at home

Speaking and listening

- encourage them to develop their ideas by taking longer turns, adding detail and thinking about how ideas connect
- play listening and guessing games where they have to listen and ask questions, for example, 'I spy', '20 questions'
- encourage them to take different roles when playing in groups.

Speaking and listening

- encourage them to talk clearly and at length about their ideas
- listen to and talk about things that are not immediately familiar, such as items on the news
- play memory games, taking turns to answer questions about a story or film they've listened to
- encourage them to take on specific roles in their social life, for example, in a sports team, after school club.