

Year 3 and 4 English Objectives- Reading and Spoken Language

Word Reading (To be taught throughout the year)	
Pupils should be taught to: <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	
Narrative Units	
Spoken Language	Comprehension
Adventure and mystery stories	
Pupils should be taught to: <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and build vocabulary and knowledge • give well-structured descriptions and explanations • use spoken language to develop understanding <p><i>Drama Opportunity- Hot seating / freeze framing</i></p>	Pupils should be taught to: <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • discussing words and phrases that capture the reader’s interest and imagination <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • 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.
Stories from other cultures and Stories with familiar settings	
Pupils should be taught to: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others 	Pupils should be taught to: <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 • 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 books

Play scripts	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) <p><i>Drama Opportunity- Performance</i></p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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 <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Myths and Legends	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions ; give well-structured descriptions and explanations; participate in discussions, presentations, performances and debates; consider and evaluate different viewpoints, attending to and building on the contributions of others <p><i>Drama Opportunity: freeze frame, conscience corridor</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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 books understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 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
Author Study	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 identifying themes and conventions in a wide range of books understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text 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

	<ul style="list-style-type: none"> 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.
Non- Fiction Units	
Spoken Language	Comprehension
Chronological/ Non Chronological Reports	
Pupils should be taught to: <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge 	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction
Instructions/ Explanations	
Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge 	Pupils should be taught to: <ul style="list-style-type: none"> 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 understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction
Recounts- magazines and newspapers	
Pupils should be taught to: <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions <p><i>Drama Opportunity: Hot seating/ Interviews</i></p>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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; understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these retrieve and record information from non-fiction
First person recounts- Letters and diaries	
Pupils should be taught to: <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions <p><i>Drama Opportunity: Hot seating, Freeze frame</i></p>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> asking questions to improve their understanding of a text

	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning
Poetry Units	
Spoken Language	Comprehension
Calligrams/ Shape Poems	
Pupils should be taught to: <ul style="list-style-type: none"> participate in discussions, presentations, performances and debates <i>Drama Opportunity- Performance of poetry</i>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Poet Study	
Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers speak audibly and fluently with an increasing command of Standard English gain, maintain and monitor the interest of the listener(s) <i>Drama Opportunity- Performance of poetry</i>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry (e.g. free verse, narrative poetry)
Poetry- creating imagery and exploring form/ Thematic poetry	
Pupils should be taught to: <ul style="list-style-type: none"> participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication. <i>Drama Opportunity: Poetry performance</i>	Pupils should be taught to: <ul style="list-style-type: none"> 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 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 recognising some different forms of poetry (e.g. free verse, narrative poetry)

Year 3 and 4 English Objectives- Writing	
Writing- Transcription (To be taught throughout the year)	Writing- Handwriting (To be taught throughout the year)
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (Appendix 1). • spell further homophones • spell words that are often misspelt (Appendix 1) • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Narrative Units	
Writing Composition	Writing Grammar, Vocabulary and Punctuation
Adventure and mystery stories	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • 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. 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>) • Introduction to inverted commas to punctuate direct speech • Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)

Stories from other cultures and Stories with familiar settings	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>
Plays	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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. 	<p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>
Myths and Legends	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme 	<p>Use of paragraphs to organise ideas around a theme</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>

<ul style="list-style-type: none"> • in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. 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. 	<p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (<i>e.g. The conductor shouted, "Sit down!"</i>)</p>
<p>Author Study</p>	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors

Non-Fiction Units	
Chronological/ Non chronological reports	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proof-read for spelling and punctuation errors 	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Headings and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>
Explanations/ Instructions	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors 	<p>Headings and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>
Recounts- magazines and newspapers	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors 	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>The grammatical difference between plural and possessive -s</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p>

First person recounts- e.g. letters / diaries	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors
Poetry Units	
Calligrams/ Shape poetry	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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 (See Appendix 2) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements 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. 	<p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p>

Poet Study	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • 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. 	<p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p>
Poetry- creating imagery and exploring form/ Thematic poetry	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • 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. 	