



## **Vocabulary, grammar and punctuation (statutory requirements)**

### **Pupils should be taught to:**

Develop their understanding of the concepts 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
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech

Pupils should be taught to not only understand what the terminology means e.g adjective; they should also be able to identify the type of word, clause or sentence they see, without being given the name.

‘What type of sentence is this?’

‘Which word group do these words belong to?’

Due to the nature of our English curriculum, these objectives are taught and consolidated throughout the three terms; there is no requirement to split them. This allows for progression within each objective, as well as consolidation to prepare the pupils for the next year group.

## Spelling:

Y3/4 Word	Y3/4 Sentence	Y3/4 Text	Y3/4 Punctuation	Y3/4 Terminology for pupils
<ul style="list-style-type: none"> <li>◆ Formation of nouns using a range of prefixes.</li> <li>◆ Use of the forms a or an according to whether the next word begins with a consonant or vowel.</li> <li>◆ Word families based on common words, showing how words are related in form and meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ Expressing time, place and cause using conjunctions (when, before, after while, so, because) adverbs (then next, soon, therefore) or prepositions (before, after, during, in, because of)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Introductions to paragraphs as a way to group related materials.</li> <li>◆ Headings and subheadings to aid presentation.</li> <li>◆ Use of the present perfect form of verbs instead of the past tense</li> </ul>	<ul style="list-style-type: none"> <li>◆ Introduction to inverted commas to punctuate direct speech</li> </ul>	Adverb, preposition, conjunction, word family, prefix, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas or speech marks.

Year 3 should follow the Twinkl Year 3 spelling pattern sequence. Exceptions to this are pupils with SEN; otherwise, they should be working at their age appropriate level. Weekly spellings to learn are based on 6 words that they know each week, and 4 from previous weeks. This reinforces previous learning and keeps their knowledge fresh. Spelling tests are to be presented in GPS or English books, using the agreed format of sentence/context.

## **Reading (statutory requirements) Reading domains are also being introduced this year, as well as our reading spine.**

### **Pupils should be taught to:**

- 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.

Develop positive attitudes to reading and understanding what they have read by:

- Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or text books.
- 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.
- Increasing their familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interest and imagination.

## **Reading (statutory requirements) continued:**

Understand what that have read, in books they care read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding of the 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.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying 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 for themselves, taking turns and listening to what others are saying

In every class, there should be a focus on the dedicated teaching of reading; this is **essential**. Pupils must be taught to fully explain and comprehend what they read, through class reading and home reading. It is crucial that comments in reading records by staff members acknowledge the pupil's actual understanding of what they read, showing that a discussion has been held to ascertain the level of understanding of what the pupil reads. This must be shown at each reading stage before they move up. The use of a class text promotes the love of reading from the teacher, and should be focused on when possible.

## **Writing (statutory requirements)**

### **Pupils should be taught to:**

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.

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.
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narratives material, using simple organisational devices.

## **Writing (statutory requirements)**

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading 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.

## **Handwriting**

Handwriting should be taught regularly and reinforced throughout the curriculum by having a clear expectation of pupils to put their handwriting skills into practice, rather than just in a discrete lesson. Pupils across school should be taught the 'looped k' and this should be modelled for pupils. It is also essential that adults in school use correct formation when writing on the board.

## **Spoken language**

There should be a consistent approach to spoken grammar; pupils must be corrected when their grammar is incorrect and they should have correct grammar modelled to them.

## **Text focus:**

Writing is based on texts (including non-fiction texts) and should include a wide range of writing, e.g. reports, narratives, descriptions, instructions, persuasive accounts.

## **Reading spine:**

From September 2022, a range of texts which complement the chosen whole class texts are also being included in our teaching of reading. This is part of our commitment to widening the breadth of texts used, and including more non-fiction texts in our daily teaching.