

# Year 3 and 4 English Overview

## Spoken Language (Years 1-6)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### Reading - Word Recognition

Pupils should be taught to:

- 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
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading - Comprehension

Pupils should be taught to:

- 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
  - 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 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 [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 explaining the meaning of words in context
  - 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
  - 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 say.

Writing - Transcription	Writing - Handwriting	Writing - Vocabulary, Grammar and Punctuation	Writing - Composition
<p><b>Spelling (see <a href="#">English Appendix 1</a>)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (English Appendix 1)</li> <li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>-using the present perfect form of verbs in contrast to the past tense</li> <li>-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>-using conjunctions, adverbs and prepositions to express time and cause</li> <li>-using fronted adverbials</li> <li>-learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>▪ indicate grammatical and other features by: <ul style="list-style-type: none"> <li>-using commas after fronted adverbials</li> <li>-indicating possession by using the possessive apostrophe with plural nouns</li> <li>-using and punctuating direct speech</li> </ul> </li> <li>▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by: <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas</li> </ul> </li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>-organising paragraphs around a theme</li> <li>-in narratives, creating settings, characters and plot</li> <li>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ 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.</li> </ul>

*Year 4: Detail of content to be introduced (statutory requirement) Vocabulary, grammar and punctuation – Appendix 2*

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive -s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	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> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

# Spelling - work for years 3 and 4 Appendix 1

## Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

## New work for years 3/4 and 4

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.  The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	<b>dis-</b> : disappoint, disagree, disobey <b>mis-</b> : misbehave, mislead, misspell (mis + spell) <b>in-</b> : inactive, incorrect

  

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
	Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b> . Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> . Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> . <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'. <b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>re-</b> : redo, refresh, return, reappear, redecorate <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter + related) <b>super-</b> : supermarket, superman, superstar <b>anti-</b> : antiseptic, anti-clockwise, antisocial <b>auto-</b> : autobiography, autograph
The suffix -ation	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in -y with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3/4) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending - e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

<i>Statutory requirements</i>
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
Words with the /k/ sound spelt ch (Greek in origin)
Words with the /j/ sound spelt ch (mostly French in origin)
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
Words with the /s/ sound spelt sc (Latin in origin)
Words with the /eɪ/ sound spelt ei, eigh, or ey

<i>Statutory requirements</i>
Possessive apostrophe with plural words
Homophones and near-homophones

<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word. <b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b> . <b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b> .  <b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b> . <b>Exceptions:</b> <i>attend - attention, intend - intention</i> . <b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
	scheme, chorus, chemist, echo, character
	chef, chalet, machine, brochure
	league, tongue, antique, unique
In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one - /s/ /k/.	science, scene, discipline, fascinate, crescent
	vein, weigh, eight, neighbour, they, obey

<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <i>'s</i> is added if the plural does not end in <b>-s</b> (i.e. is an irregular plural - e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's <b>(Note:</b> singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)
	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

### *Notes and guidance (non-statutory)*

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

#### **Examples:**

*business*: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

## Word list - years 3 and 4

Words in bold do not appear in the cross-curricular word list.

accident(ally)	<u>dis</u> appear	island	<u>prom</u> ise
actual(ly)	early	knowledge	purpose
address	earth	learn	quarter
answer	<u>eight (h)/eighth</u>	length	question
<b>appear</b>	<b>enough</b>	library	recent
<b>arrive</b>	<b>exercise</b>	material	regular
<b>believe</b>	<b>experience</b>	medicine	<u>reign (h)</u>
<b>bicycle</b>	experiment	<b>ment</b> ion	remember
breath	<b>extreme</b>	minute	sentence
breathe	famous	natural	separate
<b>build</b>	<b>favourite</b>	<b>naughty</b>	<b>special</b>
<b>busy/business</b>	<b>February</b>	<b>notice</b>	<b>straight</b>
calendar	<b>forward(s)</b>	occasion(ally)	<b>strange</b>
<b>caught</b>	<b>fruit</b>	often	<b>strength</b>
centre	grammar	opposite	suppose
century	group	ordinary	<b>surprise</b>
<b>certain</b>	guard	<b>particular</b>	therefore
circle	guide	<b>peculiar</b>	though/although
complete	<b>heard(h)</b>	perhaps	thought ( phase 5)
consider	heart	<b>popular</b>	<b>through (phase 5)</b>
continue	height	<b>position</b>	<b>(h)</b>
decide	history	possess(ion)	<b>var</b> ious
describe	imagine	possible	weight (h)
<b>different (phase 5)</b>	increase	<b>potatoes</b>	woman/women
difficult	<b>important</b>	pressure	
	interest	probably	

Please note there are some words on the statutory word lists that do not appear on here as they do not fit into the curriculum areas.

**Year 3 and 4 word list groups**

	<b>Science</b>	<b>Maths</b>	<b>Language of learning</b>	<b>Geography</b>	<b>Literacy language</b>	<b>History</b>
	material natural experiment pressure separate medicine breath/e heart	circle centre eight/h quarter weight height group length minute increase opposite century	complete consider continue decide answer describe guide imagine interest knowledge learn purpose remember thought difficult	island earth	library sentence question grammar describe answer address possession	history reign famous century recent woman/women
	<b>Time words</b>	<b>Unstressed vowels</b>	<b>Music</b>	<b>Connecting adverbials</b>	<b>Hypothetical language</b>	<b>Rare GPCs</b>
	regular occasionally often early minute recent calendar	February business interest ordinary separate	rhyme rhythm	though although therefore	perhaps possible probably suppose	guard guide

## Spoken Language Objectives

Context	Speaking	Listening & Responding	Group discussion & Interaction	Drama
<p><b>A wider range of topics, not just those that interest them.</b></p>	<ul style="list-style-type: none"> <li>● Begins to vary volume or pace for clarity and emphasis during talk</li> <li>● Develops and sustains talk without teacher prompting eg develops ideas, gives details, explains reasons or pursues own questions 'what if?' 'what about?'</li> <li>● Engages eye contact in a small group</li> <li>● Uses language to explain, predict and classify</li> </ul> <p><b>Talks for purpose</b></p> <ul style="list-style-type: none"> <li>● Makes some straightforward adaptations to language in response to changing context and audience, eg switching between talk to friends and to school visitor</li> <li>● Shows awareness of the need to use spoken standard English forms</li> <li>● Uses visual aids effectively to engage audience</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Processes main ideas in a straightforward way, eg               <ul style="list-style-type: none"> <li>◆ identifies the gist, key ideas and links between them</li> <li>◆ distinguishing main points or stages in sequence</li> <li>◆ uses notes to remember what they have heard</li> </ul> </li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>● Shows response to speaker's main ideas through:               <ul style="list-style-type: none"> <li>◆ formulating comments and responses to what they have heard</li> <li>◆ responding to some of the detail of the talk through repetition, paraphrasing and questioning (</li> </ul> </li> <li>● Observes how contexts influence speaker's choice of language, eg               <ul style="list-style-type: none"> <li>◆ begins to talk about whether the information is clear and reliable (</li> <li>◆ notices different forms of address between home and school or adults and children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Expresses and justifies a personal opinion</li> <li>● Responds to the ideas of others with relevant comments that add to the ideas or suggest alternatives eg               <ul style="list-style-type: none"> <li>◆ compares arguments</li> <li>◆ backs up a point with some reasoning</li> </ul> </li> <li>● Begins to take different roles in group work, sometimes with support, eg roles of leader, supporter, scribe, reporter</li> </ul>	<p><b>Improvisation and role play</b></p> <ul style="list-style-type: none"> <li>● Considers aspects of stagecraft when creating roles including adaptation of language combined with voice, gesture, action, costume, props</li> <li>● Interacts appropriately with others</li> <li>● Sustains the scenario in role</li> </ul>

Long Term Plan - text types to be studied

Year 4	Autumn	Spring	Summer
Fiction	<b>Stories set in imaginary worlds</b> e.g. Alice in Wonderland, The Lion, The Witch and the Wardrobe  <b>Stories based on humour</b> - e.g. Licked; The Twits; The Giggler Treatment; David Walliams books	<b>Time travel stories</b> - historical stories (e.g. Raiders; Time Spinner; The Stove Haunting)	<b>Stories which raise issues and dilemmas</b> - e.g. Cheat; Bill's New Frock
Non-fiction	<b>Newspaper reports</b>	<b>Diary entries</b> e.g. Diary of a Killer Cat	<b>Explanation texts</b>  <b>Balanced arguments</b> (not persuasive)
Poetry	<b>Creating images</b>	<b>Classic and modern</b>	<b>Exploring form</b>