

# Year 3 & 4 Lower KS2 Primary Curriculum for English (Draft)



**Reading: Pupils should be taught to**

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| Word Reading:   |  |
|---|--|
| read accurately new words of two or more syllables that they encounter in the books they read   | read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
| Comprehension:  |  |
| develop positive attitudes to reading and understanding of what they read by:   |  |
| a. listening to and discussing a wide range of fiction, poetry, non-fiction and reference books or textbooks  | b. increasing their familiarity with a wide range of books, including fairy stories, myths and legends                         |
| c. identifying recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices)  | d. learning poetry by heart  |
| e. preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear                            | f. recognising some different forms of poetry (e.g. free verse, narrative poetry)  |
| understand what they read in books they can read independently by:  |  |
| a. drawing inferences (i.e. gaining information that is not given directly in the text), such as inferring characters' feelings, thoughts and motives from their action | b. predicting what might happen from details stated and implied  |
| c. recalling and summarising main ideas from different parts  | d. discussing words and phrases that capture the reader's interest and imagination   |
| retrieve and record information from non-fiction by:  |  |
| a. being clear about the information they have been asked to locate   | b. using titles, headings, sub-headings and indexes to locate information  |
| c. discussing what they have learnt from their reading  |  |
| 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                  | explain and discuss their understanding of what they read, maintaining their focus on the topic                                |
| ask questions to improve their understanding of a text  |  |

**Writing - Transcription: Pupils should be taught to**

| Spelling:  |   |
|--|---|
| use further prefixes and suffixes and understand how to add them (Appendix 1)  | spell further homophones  |
| spell words that are often misspelt (Appendix 1)   | write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far   |
| Handwriting:   |   |
| 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 and quality of their handwriting, e.g. 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 |

**Writing - Composition: Pupils should be taught to**

| plan their writing by:   |  |
|--|--|
| a. discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary  | b. discussing and recording ideas  |
| draft and write by:  |  |
| a. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) | b. organising paragraphs around a theme  |
| c. in narrative texts, creating settings, characters and plot  | d. in non-narrative texts, using simple organisational devices such as headings and sub-headings   |
| e. using the perfect form of verbs to mark relationships of time and cause   |  |
| evaluate and edit by:  |  |
| a. assessing the effectiveness of their own and others' writing and suggesting improvements  | b. 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 tone and volume so that the meaning is clear |
| Grammar and punctuation:   |  |
| develop their understanding of how spoken language differs from and can be represented in writing by:  |  |
| a. extending the range of sentences with more than one clause by using a wider range of connectives e.g. <i>when, if, because, although</i>  | b. choosing nouns or pronouns appropriately for clarity and cohesion   |
| c. choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition  | d. using conjunctions, adverbs and prepositions to express time and cause  |
| e. using fronted adverbials  | f. discussing dialogue in narratives or characters' language in drama  |
| indicate grammatical and other features by:  |  |
| a. using commas after fronted adverbials   | b. indicating possession by using the possessive apostrophe with singular and plural nouns   |
| c. using and punctuating direct speech   |  |
| use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading  |  |