

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



**Reading: Pupils should be taught to**

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	