

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.

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.

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (see opposite)
- spell further homophones and near homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] (Y4)
- use a or an accurately (Y3)
- link common words to their word family and show how they are related (Y3)
- know the grammatical difference between plural and possessive ‘s’ (Y4)
- use standard English forms for verb inflections (I was/ we were)(Y4)
- 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.

Adding suffixes beginning with vowel letters to words of more than one syllable	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
The /l/ sound spelt y elsewhere than at the end of words	Words with the /k/ sound spelt ch (Greek in origin) chemist
The /ʌ/ sound spelt ou (young, touch, double, trouble)	Words with the /ʃ/ sound spelt ch (mostly French in origin) chanel
More prefixes (un-, dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-)	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)
The suffix –ly	Words with the /s/ sound spelt sc (Latin in origin) science
The ending sounding like /ʒə/ is always spelt –sure.	Words with the /eɪ/ sound spelt ei, eigh, or ey
If the ending sounds like /ʒən/, it is spelt as –sion.	The suffix –ation
The suffix –ous	The ending sounding like /tʃə/ is often spelt –ture,

Writing Composition

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 ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
- 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.

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the statutory concepts by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y3)
 - using the present perfect form of verbs in contrast to the past tense (Y3)
 - using conjunctions, adverbs and prepositions to express time and cause (Y3)
 - using headings and sub headings to aid presentation (Y3)
 - grouping related items into a paragraph (Y3)
 - using fronted adverbials (Y4)
 - using paragraphs to organise ideas around a theme (Y4)
 - using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4)
- indicate grammatical and other features by:
 - using inverted commas to punctuate direct speech (Y3)
 - using inverted commas, a comma after reporting cause and end punctuation to punctuate direct speech (Y4)
 - using commas after fronted adverbials (Y4)
 - indicating possession by using the possessive apostrophe with plural nouns (Y4)
- use and understand the grammatical terminology (adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas or speech marks) and appropriately when discussing their writing and reading. (Y3)
- use and understand the grammatical terminology (determiner, pronoun, possessive pronoun, adverbial) and appropriately when discussing their writing and reading. (Y4)
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Handwriting

Pupils should be taught to:

- 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 [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].