

Spoken Language – Coverage in Spring plans: Year 3/4

Objective
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

Word Reading – Coverage in Spring plans: Year 3/4

Objective
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 that they meet
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading: Comprehension – Coverage in Spring plans: Year 3/4

Objective
<ul style="list-style-type: none">listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
<ul style="list-style-type: none">reading books that are structured in different ways and reading for a range of purposes
<ul style="list-style-type: none">using dictionaries to check the meaning of words that they have read
<ul style="list-style-type: none">increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
<ul style="list-style-type: none">identifying and discussing themes and conventions in a wide range of books
<ul style="list-style-type: none">preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
<ul style="list-style-type: none">discussing words and phrases that capture the reader's interest and imagination
<ul style="list-style-type: none">recognising some different forms of poetry [for example, free verse, narrative poetry]
<ul style="list-style-type: none">checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context
<ul style="list-style-type: none">asking questions to improve their understanding of a text
<ul style="list-style-type: none">drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<ul style="list-style-type: none">predicting what might happen from details stated and implied
<ul style="list-style-type: none">identifying main ideas drawn from more than one paragraph and summarising these
<ul style="list-style-type: none">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 – Coverage in Spring plans: Year 3/4

Objective
• use further prefixes and suffixes and understand how to add them
• spell further homophones
• spell words that are often misspelt
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
• 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
• 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]

Writing: Composition – Coverage in Spring plans: Year 3/4

Objective
• 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
• 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-narrative material, using simple organisational devices [for example, headings and sub-headings]
• 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

Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring plans: Year 3/4

Objective
• 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
• using commas after fronted adverbials
• indicating possession by using the possessive apostrophe with plural nouns
• using and punctuating direct speech
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading