Cedars
Primary School

Breadth of Study in English

Years 3 and 4

Genres to be covered:

Narrative

- Historical Stories (Stig of the Dump, Boy:Tales of Childhood, Hetty Feather, Smith, Cecily's Portrait, Street Child)
- Stories from different cultures (Granpa Chatterji, Folktales from Africa: The Girl who married a lion, The Butterfly Lion, Anna Hibiscus Stories, Journey to Jo'Burg, Seasons of Splendour, Haroun and the Sea of Stories, Willow Pattern Story)
- Author Study (Anthony Browne, Michael Morpurgo, Chris Riddell, Enid Blyton, Jeremy Strong)
- Fantasy (Charlie and the Chocolate Factory, Alienography, Space Race, Narnia stories, Wolves in the Walls, How to train your Dragon)
- Film/Book comparison and Playscripts (Matilda, BFG,)
- Fables and Creation Stories (Aesop's Fables, La Fontaine,)

Non-Narrative:
- Explanations – oral/written
- Reports – newspaper and non-chronological
- Persuasion – adverts and brochures
- Letters and Diaries

Poetry:

- Performance Poetry/Rap
- Haiku, Cinqain etc
- Poet Study - compare poems on topic/theme by 2 or more poets.

Book List

Key Authors/Texts:

C. S. Lewis

Michael Morpurgo

Pippi Longstocking

Joshua Doder

Michael Lawrence

Heard it in the Playground

Jabberwocky

Speaking and Listening

Listen and respond appropriately, including turn taking in groups and following instructions

Tell and retell stories, both narrative and non-narrative, in preparation for writing

Expand word knowledge. Use dictionaries and thesauruses.

Oral explorations, including use of different shades of meaning, explore ambiguous language.

Articulate and justify answers – particularly through immersion phase – opportunities to explore and explain. Also through Guided Reading.

Oral presentations – through performance poetry, persuasion (jingles, radio adverts), newspaper reports (interviews, hot seating), human flow chart for explanations – link to writing.

Drama opportunities to explore characters, use of playscripts, assemblies and performances.

Use of "what if" questions applied to language choices, e.g. What if we change this word?

Expression and justification of viewpoints.

Ask own questions to improve understanding of a text.

Reading

Ongoing class story or poetry – read aloud at a level beyond what the children can read independently and experience a wide range of genres and structures.

Word Reading: applying what has been learned in Read, Write Inc.

Create their own word mats around stories/texts/topics.

Recognise and use contents and indexes.

Comprehension: Reading environment within the classroom should promote reading for pleasure and instil reading behaviours. Class displays and class libraries should tie in with author studies and genres.

- The focus should continue to be on children's comprehension. The knowledge and skills that children need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge.
- Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions.
- Children should be taught to use the skills they have learned earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

- When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes.

- Children should have guidance about the kinds of explanation and question that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all children take part.

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/Spelling: Read, Write Inc

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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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 /ɪ/ 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 **in–** below.	
	Like **un–**, the prefixes **dis–** and **mis–** have negative meanings.	**dis–**: disappoint, disagree, disobey **mis–**: misbehave, mislead, misspell (mis + spell)
	The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	**in–**: inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with **l**, **in–** becomes **il**.	illegal, illegible

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with **m** or **p**, **in–** becomes **im–**.	immature, immortal, impossible, impatient, imperfect
	Before a root word starting with **r**, **in–** becomes **ir–**.	irregular, irrelevant, irresponsible
	re– means 'again' or 'back'.	**re–**: redo, refresh, return, reappear, redecorate
	sub– means 'under'.	**sub–**: subdivide, subheading, submarine, submerge
	inter– means 'between' or 'among'.	**inter–**: interact, intercity, international, interrelated (inter + related)
	super– means 'above'.	**super–**: supermarket, superman, superstar
	anti– means 'against'.	**anti–**: antiseptic, anti-clockwise, antisocial
	auto– means 'self' or 'own'.	**auto–**: autobiography, autograph
The suffix –**ation**	The suffix –**ation** is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –**ly**	The suffix –**ly** is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –**ly** 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)
	Exceptions: (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable.	happily, angrily

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

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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in	girls', boys', babies', children's, men's, mice's (**Note:** singular proper

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	–s, but *is* added if the plural does not end in –s (i.e. is an irregular plural – e.g. *children's*).	nouns ending in an *s* use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		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

Transcription/Handwriting: Penpals

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].

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.

Grammar:
Lesson starters to focus on grammar and vocabulary development. Use "Jumpstart!", Grammar for Writing, Spelling bank activities, for example.

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]
	Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
	Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Year 3: Detail of content to be introduced (statutory requirement)	
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech
Terminology for pupils	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>Later that day</u>, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial