



# Year 3

# English Curriculum Map

## Reading

### Comprehension and Understanding

Comments on the way characters relate to one another.  
 Knows which words are essential in a sentence to retain meaning.  
 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.

### Intonation and Expression

Recognise how commas area used to give more meaning.

### Word Reading

Word Reading - 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.

### Grammatical Features

Recognise:

- plurals
  - pronouns and how used
  - collective nouns
  - adverbs
- Can explain the difference that adjectives and verbs make.

### Prediction, inference & deduction

Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.

## Genres to cover in Yr 3

Story with familiar setting      Traditional stories (fairy tales)      Traditional stories (myths and legends)      Fables      Parables      Adventure/Mystery Stories  
 Shape poem      Poems based upon observations      Performance poetry      Calligrams      Haiku      Free verse      Diamonte  
 Informal & Formal letter (to recount, to explain, to enquire, to congratulate, to complain)      Persuasive writing      Simple persuasive leaflet      Book review by same author  
 Non chronological reports      Instructions      Diaries over time      Newspaper Reports      Debates/speech writing / points of view

## Writing

### Sentence & text structure

Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> person. Use perfect form of verbs to mark relationships of time & cause.

### Paragraphing

Group ideas into paragraphs around a theme.  
  
 Write under headings & sub-headings.

### Handwriting - Following the Nelson Handwriting Scheme

Legible, joined handwriting. Writing in pen. 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 (e.g. initial capital and second letter). 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 Transcription – Spelling

use further prefixes and suffixes and understand how to add them (English Appendix 1)  
 Spell further 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]  
 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.

### Composition

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 whole class, using appropriate intonation & controlling tone & volume so that meaning is clear.



# Year 3

# English Curriculum Map

## Grammar

Simple sentences (what are they and what must they include?)  
 Identify object and subject in a sentence  
 Developing action verbs  
 Use correct verbs to show the relationships of time and cause e.g. I have written it down so we can check it.  
 Tenses- using 'ed'  
 Changing a sentence into a question  
 Introduction into punctuating direct speech  
 Exploring different presentation of text- features  
 Commas in a list  
 Adjectives- classifying  
 Plurals  
 Exploring capitalisation of proper nouns (names, months, planets)  
 Using nouns and avoiding repetition by using pronouns.  
 Collective nouns e.g. a litter of pups  
 Irregular past tense  
 Pronouns- explaining the difference when used in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person  
 Conjunctions- if, so, while, though, since, when  
 Time sequences-first, then, after, meanwhile, from, where and to express time and cause  
 Adverbs and prepositions (in, of, at, with, by, between)  
 Commas within a sentence, use after a frontal adverb  
 Use of commas for embedded clause

Variation in sentence openers  
 Using connectives to create compound sentences (and, but, so)  
 Accurately using full stops, capital letters, question marks, exclamation  
 Superlative/comparative adjectives  
 Adverbials- time, place, manner  
 Use a wider range of connectives to develop sentences and include more than one clause ( when, if, because, although)  
 Nouns expanded by simple adjectives  
 Develop openings and closing  
 Start linking ideas using pronouns  
 Use of plurals  
 Alphabetical order work- using dictionary  
 Form nouns using a range of prefixes e.g. super-, anti-  
 Correct use of the determiner a and an.  
 Have knowledge of word families based on common words.  
 Use conjunctions, adverbs or prepositions to express time and cause.  
 Have knowledge of what a paragraph is.  
 Use headings and sub headings.  
 Use speech marks punctuate direct speech.

Understand the following vocab: verb, tenses, commas, proper nouns, collective nouns, conjunctions, adverbs, prepositions, compound sentences, full stops, capital letters, question marks, exclamation marks, determiner, word family, conjunction, adverb, preposition, direct speech, inverted commas, speech marks, prefix, consonant, vowel, clause, subordinate clause and paragraph.

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- 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

Indicate grammatical and other features by:

- 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 when discussing their writing and reading.

## Spellings & Word Lists– see appendix

### Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary
- 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
- gain, maintain and monitor the interest of the listener(s)
- select and use appropriate registers for effective communication.
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others



# Year 4

## English Curriculum Map

### Reading

#### Comprehension and Understanding

Give a personal point of view on a text.  
 Can re-explain a text with confidence.  
 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.

#### Grammatical Features

Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.

#### Research

Skims & scans to locate information and/or answer a question.

#### Intonation and Expression

Use appropriate voices for characters within a story.

#### Word Reading

Word Reading - 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.

#### Prediction, inference & deduction

Justify inferences with evidence, predicting what might happen from details stated or implied.

### Writing

#### Sentence & text structure

Vary sentence structure, using different openers.  
 Use adjectival phrases (e.g. biting cold wind).  
 Appropriate choice of noun or pronoun.

#### Paragraphing

Use connectives to link paragraphs.

#### Handwriting

##### Following the Nelson Handwriting Scheme

Legible, joined handwriting of consistent quality. Writing in Pen  
 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 (e.g. initial capital and second letter).  
 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].

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- 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.



# Year 4

# English Curriculum Map

## Genres to cover in Yr 4

Adventure/mystery stories with chapters    Stories that raise an issues/ dilemma    Stories about an imaginary world    Stories with historical settings    Stories from other cultures    Write a play script

Poetry from different cultures and traditions    Poetry with theme    Modern poetry    imagery poetry    Nonsense Poems    Raps    Ballad

Persuasive argument/written advert to persuade    Instructions    Recounts - Newspaper report / Magazines    Non- chronological report- information book

Explanations    Informal & Formal letter (to recount, to explain, to enquire, to congratulate, to complain)    Debates/speech writing / points of view/ Discussion/ 2 sided argument

## Grammar

<p>Reread own writing to check for grammatical sense to identify errors and suggest alternatives</p> <p>Using and punctuating direct speech</p> <p>Passive voice</p> <p>Commas using vocative case</p> <p>Using standard English e.g. subject/verb agreement</p> <p>Verbs (we, were, I did)</p> <p>Proper nouns</p> <p>Using nouns/ pronouns appropriately for clarity and cohesion.</p> <p>Using nouns/pronouns in sentences to avoid repetition</p> <p>Revise work on verbs from year 1-3 and investigate verb tenses (past, present and future)</p> <p>Compare narrative and non narrative forms.</p> <p>Understand how tenses refer to time.</p> <p>Identify the use of powerful verbs (hobbled instead of went)</p> <p>Irregular past tense</p> <p>Subordinate clauses – use of comma</p> <p>Identify adverbs and understand their function within a sentence (notice where they occur in sentences.</p> <p>Practice using commas to mark grammatical boundaries and expand sentences</p> <p>Use paragraphs in story writing.</p> <p>Work on expressive and figurative languages in stories</p>	<p>Comparing adjectives on the scale of intensity</p> <p>Understand the significance of word order</p> <p>Recognise how commas, connectives and full stops are used to join clauses.</p> <p>Identify how and why paragraphs are used to organise and sequence information.</p> <p>Developing superlative/comparative adjectives</p> <p>Develop a wider range of connectives (when, if, because, although)</p> <p>Know where to use “ “ , . ! .... effectively</p> <p>Understand how dialogue is laid out, positioning of commas before speech marks</p> <p>Change particular words- changing verbs endings, adding comparative endings, pluralisation (singular and more)</p> <p>Understand how the grammar of a sentence alters when the sentence type is altered e.g. when a statement is turned into a question e.g. the boy has eaten, has the boy eaten the apple?</p> <p>Use of connectives e.g. adverbs, conjunctions, to structure an argument e.g. if, as, when, although</p> <p>Start sentences with adverbial phrases using commas in the correct place.</p> <p>Use of basic sub-ordinate clauses- and, so, but within paragraphs / sections, some links between sentences, e.g. use of pronouns or of adverbials</p> <p>use simple adjectives to expand nouns</p> <p>indicating possession by using possessive apostrophe with singular and plural nouns.</p>	<p>Know the difference between a plural and a possessive.</p> <p>Know standard English forms for verbal inflections (e.g. we were instead of we was)</p> <p>Being able to use nouns and pronouns in sentences correctly to avoid repetition.</p> <p>Use of fronted adverbials</p> <p>Use of paragraphs</p> <p>Use of apostrophes to mark singular and plural possession.</p> <p>Commas used after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Use of bullets points to form a list</p> <hr/> <p>Understand the following vocab: pronoun, possessive, pronoun, adverbial, bullet points, speech marks, exclamation marks, commas, proper nouns, verb, tenses, subordinate clauses, adverbs, superlative adjective, comparative adjective, paragraphs, adjectives, full stops, clause, pluralisation, question, adverbial phrases, plural, possessive, standard English, apostrophes.</p>
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- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
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## Spellings & Word Lists– see appendix

### Spoken Language

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