

Below outlines the learning focus for each term

**Lower Key Stage 2 Programme of Study – by the end of year 4:**

**Reading - word reading**

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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

**Reading – comprehension**

- develop positive attitudes to reading, and an 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 1 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**

- use further prefixes and suffixes and understand how to add them - see English appendix 1
- spell further homophones
- spell words that are often misspelt - see 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 2 or 3 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

**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, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

**Writing – 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
- proofread for spelling and punctuation errors
- read their own writing aloud 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**

- 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]/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf)
- 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

## Learning Focus for Year 3

Year 3  
Reading  
Focus

### Spoken Word - Participation and Presentation

- join in discussions and extending ideas by asking relevant questions
- listen and respond appropriately to adults and peers
- talk about my answers, arguments and opinions
- speak aloud with expression using an appropriate tone
- retell a story expressively and with awareness of audience reaction
- prepare poems and plays to read aloud and to perform
- ask questions to improve my understanding of a text

### Reading - word reading

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- check spellings and their meaning in a dictionary using alphabetical order
- know the meaning of common roots, prefixes and suffixes
- work out the meaning of unknown words from their roots, prefixes and suffixes
- recognise word families united by common roots
- read aloud confidently, understanding how to use a range of punctuation
- use the context of the sentence to help me read unfamiliar words

### Reading – comprehension

- listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books
- recognises the main idea, theme or moral of a story or extract in a wide range of books
- draw inferences (such as inferring characters’ feelings, thoughts and motives from their actions) and justifying inferences with evidence
- predict what might happen from details stated and implied in the text
- retrieve and record information from non-fiction, including using alphabetically ordered texts, labels, diagrams and charts
- retell stories and recite poems with good understanding and expression and I am increasingly familiar with a wide range of books, including fairy stories, myths and legends.
- discuss words and phrases that capture the reader’s interest and imagination
- comment on the choice of language to create moods and build tension
- recognise links between books by the same author or theme
- recognise different forms of poetry
- empathise with a character
- starting to recognise some features of the text that relate to the historical setting or its social or cultural background
- identify the features of different text types and use this to evaluate texts
- understand what the writer might be thinking and I am beginning to identify and comment on different points of view in the text

Year 3  
writing  
focus

### Writing – composition

- group similar information together in paragraphs in non-fiction writing, using headings if necessary
- organise paragraphs around a theme or a new location in a story
- stories have well defined settings, characters and plots
- plan my writing by discussing the similarities in structure, vocabulary and structure with other texts
- read aloud my own writing to a group using appropriate intonation for clarity
- discuss and record my ideas when planning
- suggest some changes to improve the consistency of my writing and assess the effectiveness of my own and others work, suggesting improvements
- include details to add an element of humour, surprise or suspense
- show evidence of viewpoint in my writing

### Writing - vocabulary, grammar and punctuation

- vocabulary choices are more thoughtful – using a thesaurus to extend range of words used (settings, characters, atmosphere)
- convert nouns or adjectives into verbs using suffixes (e.g. –ate; -ise; -ify)
- use modal verbs or adverbs to indicate possibility
- ensure the consistent and correct use of tense throughout a piece of writing
- proof-read for spelling and punctuation errors
- write in a given style successfully if they refer to the ‘tricks of the trade’
- identify the audience and purpose for my writing
- choose words for deliberate effect, including expanded noun phrases, and change vocabulary, grammar and punctuation to enhance effect and clarify meaning
- use grammar to show degrees of uncertainty e.g. modal verbs (could, might), adverbs (perhaps, maybe)
- use relative clauses beginning with: who, which, where, when, whose and that
- In writing, the setting is used to create mood
- In writing, characterisation is evident, through direct and reported speech
- use a colon to introduce a list
- Throughout writing, the subject/verb agreement is used correctly

**Writing – transcription (spelling)**


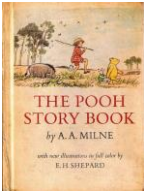

- spell words as accurately as possible using phonic knowledge and other knowledge of spelling and I am familiar with words that are often misspelt
- use the possessive plural apostrophe correctly including regular and irregular plurals
- use and spell common homophones
- know at least half of the spellings in the Y3 &4 list
- write from memory simple sentences dictated by the teacher that include punctuation and spelling taught so far
- apply the common antonyms and root prefixes dis-, mis-, in- and im- I spell words ending in –tion, -sion, -cian, -ssion

**Handwriting**

- use the diagonal and horizontal strokes that are needed to join letters I understand which letters, when adjacent to one another, are best left un- joined
- handwriting shows increasing legibility, consistency and quality

**Termly**

<p>Autumn 1</p>	<p><b>Writing Genres:</b> Fables Comic strips</p>	<p><b>Narrative:</b> Range of Aesop’s Fables</p> 	<p><b>SPAG Focus:</b> Spelling patterns and rules Conjunctions A an an Homophones Adverbs Comparative/superlative Expanded noun phrases Similes</p>
<p>Autumn 2</p>	<p><b>Writing Genres:</b> Fairy Tales – researching and writing own versions Play-scripts Poetry writing and performance</p>	<p><b>Narrative:</b> A range of Fairy and Folk Tales</p>	<p><b>SPAG Focus:</b> Singulars/plurals Dictionary work Dictation Adverbs Direct and reported speech Fronted adverbials Verbs – past tense rules</p>

Spring 1	<b>Writing Genres:</b> Fact-files Character descriptions Plot development Speeches and debates Play-scripts	<b>Narrative:</b> <b>Fiction</b> The Twits by Roald Dahl		<b>SPAG Focus:</b> Spelling patterns and rules Dictation Expanded noun phrases Similes Dictionary/thesaurus Contractions Pronouns/nouns
Spring 2	<b>Writing Genres:</b> Writing and evaluating poetry Non-chronological report Formal letter writing Play-scripts	<b>Narrative:</b> <b>Fiction</b> The Twits by Roald Dahl  Poems by A.A. Milne		<b>SPAG Focus:</b> Spelling patterns and rules Imperative verbs Paragraphs Contractions Suffixes Prefixes
Summer 1	<b>Writing Genres:</b> Narrative Story writing Speeches Instructions	<b>Narrative:</b> The Iron Man By Ted Hughes		<b>SPAG Focus:</b> Spelling patterns and rules Direct speech Commas Conjunctions Homophones Paragraphs Root words
Summer 2	<b>Writing Genres:</b> Non-fiction research Chronological report Recipes	<b>Narrative:</b> The Iron Man By Ted Hughes		<b>SPAG Focus:</b> Possessive apostrophe Dictation Direct speech Present perfect Prefixes Suffixes

At Camrose, teachers read to pupils daily; reading for enjoyment helps develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

DfE research (2012):

*'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD,2002).'*

Centre for Literacy in Primary Education (2022):

*'Reading aloud is probably the most important thing that teachers can do and needs to be a frequent and regular part of each school day.'*

We aim to ensure that, by the time pupils leave Camrose, they have encountered a diverse range of literature including the British classics, modern literature, and books that represent a variety of cultures and people.

Classics	Roald Dahl	Around the World	Pupils choice	Non Fiction
<p>The Secret Garden</p> <p>The Borrowers</p>	<p>The Minpins</p>	<p>Monsoon by Uma Krishnaswami (Asia)</p> <p>One Plastic Bag by Miranda Paul (Africa)</p> <p>My Three Best Friends and Me, Zulay by Cari Best (Disability)</p>	<p>YR3KP –</p> <p>After The Fall by Dan Santant</p> <p>YR3PM –</p> <p>The Bad Guys by Aaron Blabey</p> <p>YR3KB –</p> <p>Charlotte’s Web by E.B.White</p>	<p>Weather (Eyewitness Workbook) by DK</p> <p>A Day in the Life of a Caveman, a Queen and Everything In Between: History as You’ve Never Seen It Before by Mike Barfield, Jess Bradley</p> <p>The Culture of Clothes</p> <p>How to be Good at Maths: The Simplest-Ever Visual Guide by Carol Vorderman</p> <p>Stuff: Curious Everyday STUFF That Helps Our Planet Hardcover by Maddie Moate</p> <p>My Encyclopedia of Very Important Sport by DK</p>