

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 4  
Reading  
Focus

### Spoken Word - Participation and Presentation

- clearly discuss answers arguments and opinions
- work collaboratively in discussion and extend ideas by asking relevant questions
- adapt tone and formality to suit different audience
- speak aloud with expression using an appropriate tone and can adapt this to varying audiences
- work with others to devise a short improvised drama or presentation
- ask questions to improve my understanding of a text
- prepare poems and plays to read aloud and perform, showing understanding
- retell some of the stories that I am familiar with orally, including fairy stories and myths and legends

### Reading - word reading

- recognise and understand an even greater variety of root words, suffixes and prefixes
- recognise where words are an exception to the rule, and notice unusual correspondences between spelling and sound and where these occur in the word
- use the first 2/3 letters of a word to check its spelling and meaning in a dictionary
- check that the text makes sense, discuss my understanding and explain the meaning of words in context
- understand the difference between words ending in s, plurals and possessives
- recognise the standard form of common verbs (especially be, go, do, have, get)
- read, on sight, all the words from the Year 3/4 spelling list
- read books that are structured in different ways and read for a range of purposes

### Reading – comprehension

- locate information using skimming, scanning and text marking in non-fiction
- pull clues from action, dialogue AND description to infer meaning I can make predictions with evidence from the text and with knowledge of wider reading
- identify themes and conventions in a wide range of books
- identify main ideas drawn from more than one paragraph and can summarise these
- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books
- recognise some different forms of poetry
- identify how language, structure and presentation contribute to meaning
- find and comment on examples of how authors express different moods, feelings and attitudes
- identify features of different fiction genres and use this to compare, contrast and evaluate different non-fiction texts
- identify how language, structure and presentation contribute to meaning
- make connections between books by the same author or theme I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting
- know how suspense is built up in a story, including the development of the plot

Year 4  
writing  
focus

### Writing – composition

can group similar information together in paragraphs in non-fiction writing, using headings and subheadings if necessary

- In narrative, use paragraphs for a change in action, setting and time
- In non-fiction, write a clear introduction, followed by logical points, drawing to a defined conclusion
- 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
- paragraphs have relevant openings
- assess the effectiveness of my own and others work and suggest improvements, including thinking about the consistency of my writing

### Writing - vocabulary, grammar and punctuation

- stories contain vivid and interesting settings, characters and plots I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- write in Standard English forms for verb inflections (e.g. we were instead of we was)
- use and punctuate direct speech, including punctuation within and surrounding the inverted commas
- use commas after fronted adverbials
- proof-read for errors in spelling and punctuation
- use extended noun phrases, including with prepositions
- understand the difference between the plural and possessive –s
- use conjunctions, adverbs and prepositions to express time, cause and place
- writing suggests insights into character development through describing how characters look, react, talk, or behave, rather than by telling the reader
- consider the needs of the reader and provides background information in my writing
- choose words and phrases that engage the reader and support the purpose
- use the present perfect form of verbs in contrast to the present tense

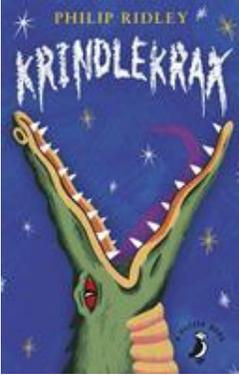
### Writing – transcription (spelling)

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- spell all of the Year 3&4 word list
- use the possessive apostrophe correctly in all situations, including regular and irregular plurals
- use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto- I can use the suffixes –ly, -ation, -ous
- spell words that are often misspelt (see appendix 1)
- spell all the sets of homophones/near homophones in appendix 1

### Handwriting

- I can 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
- My handwriting shows increasing legibility, consistency and quality

**Termly**

<p>Autumn 1</p>	<p><b>Writing Genres:</b> Settings Recounts Debates Character descriptions Information leaflet Summarising/retelling Alternate story ending</p>	<p><b>Narrative:</b> <b>Fiction</b> Film Unit: The Lighthouse Book: Ice Palace by Robert Swindells</p>		<p><b>SPAG Focus:</b> Spelling patterns and rules Tense Fronted adverbials Speech punctuation Suffixes Dictation Noun phrases Dictionary skills Nouns, verbs, Adjectives revision Homophones</p>
<p>Autumn 2</p>	<p><b>Writing Genres:</b> Myths Character descriptions Recounts – real and fictional Poetry Story writing Persuasive letter</p>	<p><b>Narrative:</b> Arthur and the Golden Rope by Joe Todd Stanton</p>		<p><b>SPAG Focus:</b> Spelling patterns and rules Adverbs Commas Personal pronouns Prefixes Suffixes Similes Adverbial phrases</p>
<p>Spring 1</p>	<p><b>Writing Genres:</b> Recounts Diary entry Newspaper reports Arguments Interviews</p>	<p><b>Narrative:</b> <b>Fiction</b> Krindlekrax by Philip Ridley</p>		<p><b>SPAG Focus:</b> Spelling patterns and rules Possessive apostrophes Direct speech Dictionary skills Suffixes Prepositions Plurals Possessive/relative pronouns Modal verbs Homophones Homonyms Determiners</p>
<p>Spring 2</p>	<p><b>Writing Genres:</b> Informal letters Arguments Comics</p>		<p><b>SPAG Focus:</b> Spelling patterns and rules Suffixes Punctuation revision Dictation Contractions Pronouns</p>	

			<p>Determiner a/an          Its and it's          Vocabulary work          Reported, direct, indirect speech          Singular and plural          Irregular plurals          Apostrophes</p>
Summer 1	<p><b>Writing Genres:</b>          Settings          Poetry          Performance poetry          Letters          Postcards          Play script</p>	<p><b>Narrative:</b>  <b>Hot Like Fire by Valerie Bloom</b></p>  <p>Gregory Cool by Caroline Binch</p>	<p><b>SPAG Focus:</b>          Spelling patterns and rules          Pronouns          Paragraphs          Conjunctions          Adverbs          Fronted adverbials          Rhetorical questioning          Persuasive language</p>
Summer 2	<p><b>Writing Genres:</b>          Diary          Character description          Story writing          Travel guides</p>	 <p>Narrative:          Gregory Cool by Caroline Binch</p>	<p><b>SPAG Focus:</b></p>

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>Stig of the Dump</p> <p>Alice in Wonderland</p>	<p>Fantastic Mr Fox</p>	<p>Onyeka and the Academy of the Sun by Tola Okoguw (Africa)</p> <p>Nasreen’s Secret Schhol by Jeanette Winter (Asia)</p> <p>The Grand Mosque of Paris by Karen Gray Ruelle</p> <p>Can Do It: A Collection of Inspiring Stories About Courage, Respect, Trust and Self-Confidence (disability)</p>	<p>YR4BO –</p> <p>Amazing Animals by Sabrina Weiss</p> <p>YR4PA –</p> <p>The Queen’s Nose by Dick King-Smith</p>	<p>Invented by Animals: Meet the creatures who inspired our everyday technology (Designed by Nature) by Christiane Dorion</p> <p>I Am Not a Label: 34 disabled artists, thinkers, athletes and activists from past and present by Cerrie Burnell</p> <p>Professor Astro Cat's Deep-Sea Voyage: 4 by Dr Dominic Walliman</p> <p>How Was That Built?: The Stories Behind Awesome Structures by Roma Agrawal</p> <p>Totally: Gobsmacking Galaxy by Kjartan Poskitt</p> <p>Viking Voyagers by Jack Tite</p>