



Spoken Language

Pupils should be taught to:

- 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.

Reading – Word Recognition

- Children will be taught more about **root words**,
prefixes such as *auto-* (self), *re-* (again or back), *sub-* (under), *super-* (above)
suffixes such as *-ly*, and its effects, such as turning adjectives into adverbs and how it affects spelling of root words.
- Children will be taught more about **exception words**, noting especially where the sound of the word and the spelling do not match expectations.

Reading –Comprehension

Children 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					
SWALLOW Y3 & Y4	Sentence structure work	Grammar	Punctuation work	Vocabulary	Writing composition
	<ul style="list-style-type: none"> Sentences start in different ways, e.g. connectives, nouns, pronouns, preposition Compose sentences accurately using adjectives, nouns and verbs Compose sentences of more than one clause, by using a range of wider connectives, e.g. <i>when, if, although and because</i> 	<ul style="list-style-type: none"> Use verb tenses accurately Know verbs in the 1st, 2nd and 3rd person Use of the perfect form of verbs to mark the relationships of time and cause, e.g. <i>I have written it down so we can check what he said</i> Understand pronouns and their functions in sentences To know the difference between singular and plural Causal connectives used in complex sentences for subordination, e.g. <i>if so, while though, since, when</i> To use conjunctions/ connectives, adverbs and prepositions of time 	<ul style="list-style-type: none"> Inverted commas/ speech marks for direct speech Capital letters to start direct speech Become aware of commas to mark grammatical boundaries within sentences 	<ul style="list-style-type: none"> Word family Conjunction Adverb Preposition Direct speech Inverted commas or speech marks Prefix Consonant Vowel Clause Subordinate clause 	<p>Plan writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> 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] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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.

	<p>Handwriting</p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting will be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. Children will be taught to:</p> <ul style="list-style-type: none"> • 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].
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- the appendices referred to are held on the school's server, but can also be viewed at [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum - English 220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)
- In key stage 2, children are taught in mixed age groups.