

ESSENTIALS IN READING	ESSENTIALS IN WRITING									
<ul style="list-style-type: none"> <li>• Excellent phonic knowledge and skills.</li> <li>• Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.</li> <li>• Knowledge of an extensive and rich vocabulary.</li> <li>• An excellent comprehension of texts.</li> <li>• The motivation to read for both study and for pleasure.</li> <li>• Extensive knowledge through having read a rich and varied range of texts</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.</li> <li>• A vivid imagination which makes readers engage with and enjoy their writing.</li> <li>• A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.</li> <li>• Well-organised and structured writing, which includes a variety of sentence structures.</li> <li>• Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.</li> <li>• A love of writing and an appreciation of its educational, cultural and entertainment values.</li> </ul>									
<p style="text-align: center;"><b><i>Can my pupils...?</i></b></p> <p style="text-align: center;"><i>read words accurately?</i></p> <p style="text-align: center;"><i>understand texts?</i></p>	<p style="text-align: center;"><b><i>Can my pupils...?</i></b></p> <table style="width: 100%; text-align: center;"> <tr> <td><i>present neatly?</i></td> <td><i>write with purpose?</i></td> <td><i>analyse writing?</i></td> </tr> <tr> <td><i>spell correctly?</i></td> <td><i>use imaginative description?</i></td> <td><i>present writing?</i></td> </tr> <tr> <td><i>punctuate accurately?</i></td> <td><i>organise writing appropriately?</i></td> <td><i>use paragraphs?</i></td> </tr> </table>	<i>present neatly?</i>	<i>write with purpose?</i>	<i>analyse writing?</i>	<i>spell correctly?</i>	<i>use imaginative description?</i>	<i>present writing?</i>	<i>punctuate accurately?</i>	<i>organise writing appropriately?</i>	<i>use paragraphs?</i>
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## SPOKEN

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- 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 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 READING

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

### COMPREHENSION

#### *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 (e.g. 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

## HANDWRITING

### *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, e.g. 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
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices such as 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, e.g. 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.

## TEXT TYPES

### YEAR 3

#### *Fiction:*

narratives with a familiar setting  
traditional tales and fables  
poetry  
narratives with dialogue

#### *Non-Fiction:*

non-chronological reports  
recounts (eg diary)  
instructions  
persuasive and promotional

### YEAR 4

#### *Fiction:*

adventure and mystery narratives  
myths and legends  
poetry  
play scripts

#### *Non-Fiction:*

non-chronological reports  
recounts (eg biography)  
letters (eg to inform, persuade, explain)  
persuasive & promotional  
news reports

# GRAMMAR

## *Pupils should be taught to:*

### **develop their understanding of the concepts set out in Appendix 2 by:**

- extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although
- using the perfect form of verbs to mark relationships of time and cause
- 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 in column 1 of year 3 and 4 in Appendix 2

### **indicate grammatical and other features by:**

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

## **WORD**

- Revise Year 2 objectives
- Formation of nouns using a range of prefixes, such as super-, anti-, auto-
- Use of the forms **a** or **an** according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)
- Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)
- The grammatical difference between plural and possessive -s
- Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)

## **SENTENCE**

- Revise Year 2 objectives
- Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)
- 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 (e.g. Later that day, I heard the bad news.)

## **TEXT**

- Revise Year 2 objectives
- 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 (e.g. He has gone out to play contrasted with He went out to play)
- 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**

- Revise Year 2 objectives
- Introduction to inverted commas to punctuate direct speech  
Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")
- Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)
- Use of commas after fronted adverbials

## **TERMINOLOGY**

[Year 2 terminology: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma]

adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'), determiner, pronoun, possessive, pronoun, adverbial .

# SPELLING

## Revise Year 2 Spellings

### Adding suffixes beginning with vowel letters to words of more than one syllable

e.g. *forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation*

### The /ɪ/ sound spelt y elsewhere than at the end of words

e.g. *myth, gym, Egypt, pyramid, mystery*

### The /ʌ/ sound spelt ou

e.g. *young, touch, double, trouble, country*

### More prefixes

e.g. *dis-*, *mis-*: *disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell)*

*in-*: *inactive, incorrect / illegal, illegible / immature, immortal, impossible, impatient, imperfect / irregular, irrelevant, irresponsible / re-*: *redo, refresh, return, reappear, redecorate / sub-*: *subdivide, subheading, submarine, submerge / inter-*: *interact, intercity, international, interrelated (inter + related) / super-*: *supermarket, superman, superstar / anti-*: *antiseptic, anti-clockwise, antisocial / auto-*: *autobiography, autograph*

### The suffix -ation

e.g. *information, adoration, sensation, preparation, admiration*

### The suffix -ly

e.g. *sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)*  
*happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically*

### Words with endings sounding like /zə/ or /tʃə/

e.g. *measure, treasure, pleasure, enclosure*  
*creature, furniture, picture, nature, adventure*

### The suffix -ous

e.g. *poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous*  
*courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous*

### Endings which sound like /ʒən/

e.g. *division, invasion, confusion, decision, collision, television*

### Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

e.g. *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)

e.g. *scheme, chorus, chemist, echo, character*

### Words with the /ʃ/ sound spelt ch (mostly French in origin)

e.g. *chef, chalet, machine, brochure*

### Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)

e.g. *league, tongue, antique, unique*

### Words with the /s/ sound spelt sc (Latin in origin)

e.g. *science, scene, discipline, fascinate, crescent*

### Words with the /eɪ/ sound spelt ei, eigh, or ey

e.g. *vein, weigh, eight, neighbour, they, obey*

### Possessive apostrophe with plural words

e.g. *girls', boys', babies', children's, men's, mice's*  
*(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)*

### Homophones or near-homophones

e.g. *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*

accident(ally)	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard	promise
build	heart	purpose
busy/business	height	quarter
calendar	history	question
caught	imagine	recent
centre	increase	regular
century	important	reign
certain	interest	remember
circle	island	sentence
complete	knowledge	separate
consider	learn	special
continue	length	straight
decide	library	strange
describe	material	strength
different	medicine	suppose
difficult	mention	surprise
disappear	minute	therefore
early	natural	though/although
earth	naughty	thought
eight/eighth	notice	through
enough	occasion(ally)	various
exercise	often	weight
experience	opposite	woman/women
experiment	ordinary	
extreme	particular	