

## ENGLISH - NATIONAL CURRICULUM EXPECTATIONS – LOWER KEY STAGE 2

ENGLISH			YEAR 3			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p><b>Pupils should be taught to:</b>                      3.SW.a.I can listen and respond appropriately to adults and my peers</p> <p>3.SW.b. I can ask relevant questions to extend my understanding and knowledge</p> <p>3.SW.c. I can use relevant strategies to build my vocabulary</p> <p>3.SW.d. I can articulate and justify answers, arguments and opinions</p> <p>3.SW.e. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>3.SW.f. I can maintain attention</p>	<p><b>Pupils should be taught to:</b>                      3.WR.a. I can apply my 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 I meet</p> <p>3.WR.b. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><b>Pupils should be taught to:</b>                      *3.C.a. I can develop a positive attitude to reading and understanding of what I read by:</p> <p>3.C.b. I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>3.C.c. I can read books that are structured in different ways and reading for a range of purposes</p> <p>3.C.d. I can use dictionaries to check the meaning of words that I have read</p> <p>3.C.e. I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p><b>Spelling (see English Appendix 1)</b>  <b>Pupils should be taught to:</b>                      3.Wt. a. I can use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>3.Wt.b. I can spell further homophones</p> <p>3.Wt.c. I can spell words that are often misspelt (English Appendix 1)</p> <p>3.Wt.d. I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>3.Wt.e. I can use the first two or three</p>	<p><b>Pupils should be taught to:</b>                      3. WH.a. I can 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</p> <p>3.WH.b.I can 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].</p>	<p><b>Pupils should be taught to:</b>                      3.WC.a. I can plan my writing by:</p> <p>3.WC.b. I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>3.WC.c. I can discuss and record ideas</p> <p>3.WC.e. I can draft and write by:</p> <p>3.WC.f. I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English</p>	<p><b>Pupils should be taught to:</b>                      3.WG.a. I can develop my understanding of the concepts set out in English Appendix 2 by:</p> <p>3.WG.b. I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>3.WG.c. I can use the present perfect form of verbs in contrast to the past tense</p> <p>3.WG.d. I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>3.WG.e. I can use</p>

<p>and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>3.SW. g. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>3.SW.h. I can speak audibly and fluently with an increasing command of Standard English</p> <p>3.SW. i. I can participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>3.SW.j. I can gain, maintain and monitor the interest of the listener(s)</p> <p>3.Sw. k. I can consider and evaluate different viewpoints, attending to and building on</p>		<p>3.C.f. I can identify 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</p> <p>3.C. g. I can discuss words and phrases that capture the reader’s interest and imagination</p> <p>3.C.h. I can recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>3.C.i. I can understand what I read, in books I can read independently, by:</p> <p>3.C.j. I can check that the text makes sense to me, discuss my understanding and explaining the meaning of words in context</p> <p>3.C. k. I can ask questions to improve my understanding of a text</p> <p>3.C.l. I can draw inferences such</p>	<p>letters of a word to check its spelling in a dictionary</p> <p>3.Wt.f. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>Appendix 2)</p> <p>3.WC.g,. I can organise paragraphs around a theme</p> <p>3.WC.h. I can write narratives, creating settings, characters and plot</p> <p>3.WC,i. I can write non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>3.WC.j. I can evaluate and edit by:</p> <p>3.WC.k. I can assess the effectiveness of my own and others’ writing and suggesting improvements</p> <p>3.WC.l. I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>3.WC.m. I can proof-read for spelling and punctuation errors</p>	<p>conjunctions, adverbs and prepositions to express time and cause</p> <p>3.WG.f. I can use fronted adverbials</p> <p>3.WG.g. I am learning the grammar for years 3 and 4 in English Appendix 2</p> <p>3.WG.h. I can indicate grammatical and other features by:</p> <p>3.WG.i. I can use commas after fronted adverbials</p> <p>3.WG.j. I can indicate possession by using the possessive apostrophe with plural nouns</p> <p>3.WG.k. I can use and punctuate direct speech</p> <p>3.WG.m. I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when</p>
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<p>the contributions of others</p> <p>3.SW.I. I can select and use appropriate registers for effective communication.</p>		<p>as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>3.C.m. I can predict what might happen from details stated and implied</p> <p>3.C.n. I can identify main ideas drawn from more than one paragraph and summarise these</p> <p>3.C.o. I can identify how language, structure, and presentation contribute to meaning</p> <p>3.C .p. I can retrieve and record information from non-fiction</p> <p>3.C.q. I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.</p>			<p>3.WC.n. I can read aloud my 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>	<p>discussing my writing and reading.</p>
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ENGLISH YEAR 4						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p><b>Pupils should be taught to:</b>                      4.SW.a. I can listen and respond appropriately to adults and my peers</p> <p>4.SW.b. I can ask relevant questions to extend my understanding and knowledge</p> <p>4.SW.c. I can use relevant strategies to build my vocabulary</p> <p>4.SW.d. I can articulate and justify answers, arguments and opinions</p> <p>4.SW.e. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>4.SW.f. I can maintain attention and participate</p>	<p><b>Pupils should be taught to:</b>                      4.WR.a. I can apply my 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 I meet</p> <p>4.WR.b. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><b>Pupils should be taught to:</b>                      4.C.a. I can develop a positive attitude to reading and understanding of what I read by:</p> <p>4.C.b. I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>4.C.c. I can read books that are structured in different ways and reading for a range of purposes</p> <p>4.C.d. I can use dictionaries to check the meaning of words that I have read</p> <p>4.C.e. I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>4.C.f. I can identify themes and conventions</p>	<p><b>Spelling (see English Appendix 1)</b>  <b>Pupils should be taught to:</b>                      4.Wt. a. I can use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>4.Wt.b. I can spell further homophones</p> <p>4.Wt.c. I can spell words that are often misspelt (English Appendix 1)</p> <p>4.Wt.d. I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>4.Wt.e. I can use the first two or three letters of a word to</p>	<p><b>Pupils should be taught to:</b>                      4.WH.a. I can 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</p> <p>4.WH.b. I can 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].</p>	<p><b>Pupils should be taught to:</b>                      4.WC.a. I can plan my writing by:</p> <p>4.WC.b. I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>4.WC.c. I can discuss and record ideas</p> <p>4.WC.e. I can draft and write by:</p> <p>4.WC.f. I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p>	<p><b>Pupils should be taught to:</b>                      4.WG.a. I can develop my understanding of the concepts set out in English Appendix 2 by:</p> <p>4.WG.b. I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>4.WG.c. I can use the present perfect form of verbs in contrast to the past tense</p> <p>4.WG.d. I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>4.WG.e. I can use conjunctions,</p>

<p>actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>4.SW. g. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>4.SW.h. I can speak audibly and fluently with an increasing command of Standard English</p> <p>4.SW. i. I can participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>4.SW.j. I can gain, maintain and monitor the interest of the listener(s)</p> <p>4.SW. k. I can consider and evaluate different viewpoints, attending to and building on the contributions of</p>		<p>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</p> <p>4.C. g. I can discuss words and phrases that capture the reader's interest and imagination</p> <p>4.C.h. I can recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>4.C.i. I can understand what I read, in books I can read independently, by:</p> <p>4.C.j. I can check that the text makes sense to me, discuss my understanding and explaining the meaning of words in context</p> <p>4.C. k. I can ask questions to improve my understanding of a text</p> <p>4.C.l. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>check its spelling in a dictionary</p> <p>4.Wt.f. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>4.WC.g. I can organise paragraphs around a theme</p> <p>4.WC.h. I can write narratives, creating settings, characters and plot</p> <p>4.WC.i. I can write non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>4.WC.j. I can evaluate and edit by:</p> <p>4.WC.k. I can assess the effectiveness of my own and others' writing and suggesting improvements</p> <p>4.WC.l. I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>4.WC.m. I can proof-read for spelling and punctuation errors</p>	<p>adverbs and prepositions to express time and cause</p> <p>4.WG.f. I can use fronted adverbials</p> <p>4.WG.g. I am learning the grammar for years 3 and 4 in English Appendix 2</p> <p>4.WG.h. I can indicate grammatical and other features by:</p> <p>4.WG.i. I can use commas after fronted adverbials</p> <p>4.WG.j. I can indicate possession by using the possessive apostrophe with plural nouns</p> <p>4.WG.k. I can use and punctuate direct speech</p> <p>4.WG.m. I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing</p>
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<p>others</p> <p>.SW.I. I can select and use appropriate registers for effective communication.</p>		<p>4.C.m. I can predict what might happen from details stated and implied</p> <p>4.C.n. I can identify main ideas drawn from more than one paragraph and summarise these</p> <p>4.C.o. I can identify how language, structure, and presentation contribute to meaning</p> <p>4.C .p. I can retrieve and record information from non-fiction</p> <p>4.C.q. I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.</p>			<p>4.WC.n. I can read aloud my 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>	<p>and reading.</p>
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