

Key Learning in Reading: Year 3		Key Learning in Reading: Year 4	
Word Reading		Word Reading	
<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. Read and understand words from the Year 3 list (selected from the statutory Year3/4 word list) – see below. 		<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings, e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. Use suffixes to understand meanings, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. Read and understand words from the Year 4 list (selected from the statutory Year3/4 word list) – see below. 	
Comprehension		Comprehension	
Developing pleasure in reading and motivation to read		Developing pleasure in reading and motivation to read	
<ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts, e.g. <i>information</i>, <i>discussion</i>, <i>explanation</i>, <i>biography</i> and <i>persuasion</i>. Recognise some different forms of poetry, e.g. <i>narrative</i>, <i>calligrams</i>, <i>shape poems</i>. 		<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. <i>fairy tales</i>, <i>folk tales</i>, <i>classic poetry</i>, <i>kennings</i>, <i>advertisements</i>, <i>formal speeches</i>, <i>magazines</i>, <i>electronic texts</i>. Regularly listen to whole novels read aloud by the teacher. Read books and texts for a range of purposes, e.g. <i>enjoyment</i>, <i>research</i>, <i>reference</i>. Recognise and analyse different forms of poetry, e.g. <i>haiku</i>, <i>limericks</i>, <i>kennings</i>. Learn a range of poems by heart and rehearse for performance. 	
<ul style="list-style-type: none"> Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folktales, e.g. <i>Grimm's Fairy Tales</i>. Identify and discuss themes, e.g. <i>good over evil</i>, <i>weak and strong</i>, <i>wise and foolish</i>, <i>mean and generous</i>, <i>rich and poor</i>. Identify and discuss conventions, e.g. <i>numbers three and seven in fairy tales</i>, <i>magical sentence repeated several times</i>. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 		<ul style="list-style-type: none"> Orally retell a range of stories, including less familiar fairy stories, myths and legends. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 	
Understanding books which they can read themselves and those which are read to them		Understanding books which they can read themselves and those which are read to them	
<ul style="list-style-type: none"> Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. 		<ul style="list-style-type: none"> Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. <i>metaphors</i>, <i>similes</i>. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	
<ul style="list-style-type: none"> Discuss their understanding of the text. Raise questions during the reading process to deepen understanding, e.g. <i>I wonder why the character</i>. 		<ul style="list-style-type: none"> Demonstrate active reading strategies, e.g. <i>generating questions</i>, <i>finding answers</i>, <i>refining thinking</i>, <i>modifying questions</i>, <i>constructing images</i>. 	

Key Learning in Writing: Year 3		Key Learning in Writing: Year 4	
Composition		Composition	
Vocabulary, grammar and punctuation		Vocabulary, grammar and punctuation	
<ul style="list-style-type: none"> Identify clauses in sentences. 			
<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. 			
<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>when, if because, although, while, since, until, before, after, so, as</i> 			
		<ul style="list-style-type: none"> Create complex sentences with adverb starters, e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> 	
<ul style="list-style-type: none"> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> 		<ul style="list-style-type: none"> Use commas to mark clauses in complex sentences. 	
		<ul style="list-style-type: none"> Use commas after fronted adverbials. 	
<ul style="list-style-type: none"> Identify, select, generate and effectively use prepositions for where, e.g. <i>above, below, beneath, within, outside, beyond.</i> 		<ul style="list-style-type: none"> Create sentences with fronted adverbials for where, e.g. <i>In the distance, a lone wolf howled.</i> 	
<ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> 		<ul style="list-style-type: none"> Create sentences with fronted adverbials for when, e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> 	
<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (speech marks). 		<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> 	
<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action, e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). 			
<ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel, e.g. <i>a rock, an open box.</i> 		<ul style="list-style-type: none"> Identify, select and use determiners including: <ul style="list-style-type: none"> articles: <i>a/an, the</i> demonstratives: <i>this/that, these/those</i> possessives: <i>my/your/his/her/its/our/their</i> quantifiers: <i>some, any, no, many, much, every</i> 	
<ul style="list-style-type: none"> Explore and collect word families, e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. 			
<ul style="list-style-type: none"> Explore and collect nouns with prefixes <i>super, anti, auto.</i> 			
		<ul style="list-style-type: none"> Identify, select and effectively use pronouns. 	
		<ul style="list-style-type: none"> Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. 	
		<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases and expanded noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> 	
		<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it instead of she seen it.</i> 	