

Tick Boxes for National Curriculum Targets (England)

Why Play

Learning at Home



Year 3 and 4 Literacy

Reading – comprehension

Evidence Date			Year 3 and 4 Literacy
			Reading – 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 [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

Reading – comprehension

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 – transcription

use further prefixes and suffixes and understand how to add them

spell further homophones

spell words that are often misspelt

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 two or three letters of a word to check its spelling in a dictionary

write from memory simple sentences, dictated, 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 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].

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

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

proof-read for spelling and punctuation errors

read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing – vocabulary, grammar and punctuation

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

using commas after fronted adverbials

indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech

using 'a' and 'an' correctly

knowing the plural and possessive -s

Use paragraphs to organise ideas

Using inverted commas to punctuate speech