



Year 3 and 4 Literacy Booklet

Dear Parents/Carers,

You may be aware that a new National Curriculum is being taught in schools from September 2014. Children will be taught spoken language, reading (word reading and comprehension, writing (transcription and composition), handwriting and grammar punctuation and spelling. This booklet gives parents and carers a brief overview of what their child will be taught.

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.

E.g. children will have the opportunity to hone and practise these skills in a variety of ways. The first will be through regular Live Modules through the Active Primary: Wordsmith scheme of work. For example "Live Unit 3.1: All About Me (Autobiographical presentation)" where children will present their work in front of an audience. Furthermore, children will have opportunities to read their poetry, take part in drama activities and reading aloud during Guided Reading sessions. In addition, children will be able to take part in debates and drama also through Topic work.

Reading – Word Reading

Pupils should be taught to:

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

Reading – Comprehension

Pupils 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.

E.g. children will take part in daily Guided Reading sessions and will read individually. Furthermore, children will take part in regular comprehension activities to enhance their Word Reading skills. In addition, a scheme of peer buddy reading will also be piloted. Children will also read in literacy lessons, this could be a class novel. Children will cover a variety of genres. Furthermore, children will read aloud as part of literacy lessons, where texts will be used for both comprehension and writing purposes.

Writing – Transcription

Pupils should be taught to:

- 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 by the teacher, that include words and punctuation taught so far.

E.g. children will be taught these skills in "Core Skills" sessions that cover punctuation and language knowledge. They will also be taught regular grammatical lessons through the Active Primary: Wordsmith programme. Children will learn spelling rules and have weekly spelling tests.

Writing – 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 [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 or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

E.g. children will practise composition skills through a variety of topics and genres from the Active Primary: Wordsmith scheme such as writing letters, explanation texts, legends etc....(Please see Curriculum Map). However, teachers will use their discretion and also deviate from this to include other texts as necessary. Children will proof read their work and produce final copies using pen or ICT word processing.

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to develop their understanding of the concepts by:

- 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
- learning the grammar for years 3 and 4

Indicate grammatical and other features by:

- using commas after fronted adverbials

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

E.g. children will learn grammatical skills both through the course of their Literacy lessons and through the Wordsmith scheme but also through weekly core skills sessions. This will ensure that age appropriate skills are met as well as cementing basic skills and challenging aspirational targets.

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 [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].

E.g. children will take part in regular handwriting sessions (to be determined by the class teacher) and will start to write using pencil. These will be of a level that best suits the individual child such as individual letter formation, joining two letters or words. Children will also ensure that the writing in all books is joined and legible. To encourage and motivate high standards within the school, children whose writing is constantly neat and legible will be awarded a "Bournmoor Primary Pen Licence" and will then write in pen. The work of children that demonstrates a high level of presentation will also be put on our "Presentation Superstars" display.

Terminology

One of the key focuses in literacy is an increased knowledge of technical vocabulary. Children will be taught to use these words and understand their meaning.

Year	Name	Definition/Will be used	Example
3	Preposition	Prepositions indicate position, location or time.	<i>Tom waved goodbye <u>to</u> Christy. She'll be back <u>from</u> Australia <u>in</u> two weeks.</i>
	Conjunction	A conjunction links two words or phrases together.	I bought a cup of tea <u>and</u> a piece of cake. e.g. <i>but, when, because</i>
	Word family	Words that are linked together	teach - teacher
	Prefix	A prefix is added at the beginning of a word in order to turn it into another word.	e.g. <u>o</u> vertake, <u>dis</u> appear, <u>tri</u> cycle
	Clause	A clause is a special type of phrase that includes a verb as someone must be "doing" something. Clauses can sometimes be complete sentences.	e.g. <i>It was snowing.</i> <i>The girls were playing netball.</i>
	Subordinate Clause	A subordinate clause provides additional information within a sentence.	e.g. <i>He watched her <u>as she disappeared</u>.</i>
	Direct speech	This is what is being said.	"What excellent homework," said Miss Knox.
	Consonant/vowels	Letters other than vowels (a, e, i, o, u).	E.g. b, c, d, f etc.....
	Inverted commas (or speech marks)	Punctuation used to show speech.	"A great piece of work," said Mrs Snowdon.
4	Determiner	A determiner defines a noun.	e.g. <u>The</u> man <u>A</u> book <u>Each</u> person
	Pronoun	Used to replace a noun. These can be first, second or third person.	<i>I, my (first person)</i> <i>you, your (second person)</i> <i>he, she, they (third person)</i>
	Possessive pronoun	This shows the object belongs to someone	e.g. <i>That is <u>my</u> ball!</i>
	Adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause	e.g. <i>The bus leaves <u>in five minutes</u>.</i>

Spelling List

This is a list of the spellings that your child/ren will be required to use and learn during Year 3 and 4. They will also continue to use and build upon their knowledge of spellings learnt in Years 1 and 2.

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



How can you help?

There are lots of ways that you can help your child to improve their English skills. Here are just a few suggestions:

- Please encourage your child to read as much as much as possible. This can be absolutely anything: books, newspapers, food labels or even road signs! If they are unsure of the words ask them to "sound it out."
- If possible, after reading your child's home reader, write a comment in their reading book. This helps teachers to keep up to date with your child's progress.
- Encourage your child to use the school library as often as possible (please note that they can only take one book home at a time.)
- Help your child to learn and use the spellings on their spelling lists.
- Encourage your child to complete their homework to the best of their ability.
- Ask the teachers about questions that you may have. They are happy to help.

If you have any queries regarding the above or would like any further information please do not hesitate to contact me.

Kind Regards,

Miss Knox

Literacy Co-ordinator

Bournmoor Primary School