

English Objectives Year 3 and 4

These are end of year objectives – in other words, what the majority of children will have achieved by the end of the academic year. However, we recognise that some children will not achieve these, depending on their individual needs and support them to make progress against their individual objectives.

Spoken Language:

By the end of Year 3, children should

- sequence and communicate ideas in an organised and logical way, always using complete sentences.
- vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- take a full part in paired and group discussions.
- know when Standard English is required and use it (beginning).
- retell a story using narrative language and add relevant detail.
- listen carefully and make relevant comments.
- present ideas or information to an audience.
- recognise that meaning can be expressed in different ways, depending on the context.
- perform poems from memory adapting expression and tone as appropriate.

By the end of Year 4, children should:

- ask questions to clarify or develop understanding.
- sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- show understanding of the main point and the details in a discussion.
- adapt speech to the needs of the listener or audience (increasingly).
- know that language choices vary in different contexts.
- present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- justify an answer by giving evidence.
- use Standard English when it is required.
- perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

Year 3 and 4

Reading: this covers word reading and comprehension.

Word reading

- 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.

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
 - 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 by the teacher, 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 –see Appendix 2 of the National Curriculum

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.

Vocabulary, grammar and punctuation

- Show an 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 accurately and appropriately when discussing their writing and reading.