



Palfrey Junior School English Curriculum Mapping Years 3 and 4 National Curriculum/RWI Language and Literacy

National Curriculum English programmes of study: Spoken Language Year 1-6

| National Curriculum English programmes of study content | Read Write Inc. Literacy and Language | Read Write Inc. Spelling |
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| Spoken language | Developing children’s confidence and ability in their spoken language and listening skills is an integral part of the Literacy and Language programme, throughout all year groups. Support for discussion is given through speaking frames and sentence starters that are designed to match specific activities. | |
| <i>Pupils should be taught to:</i> | | |
| <i>‘Listen and respond appropriately to adults and their peers.’</i> | The teaching sequence in every unit involves listening and responding to both the teacher and partners. The TTYP (Turn To Your Partner) and MTYT (My Turn Your Turn) signals are embedded from the start of the programme, so that frequent, structured discussion flows naturally through every unit. | |
| <i>‘Ask relevant questions to extend their understanding and knowledge.’</i> | Questions are encouraged throughout the programme, including a Big Question discussion at the end of Days 1-8 in every unit. These questions | |

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| | explore an idea linked to an aspect of the text covered each day. | |
| <i>'Use relevant strategies to build their vocabulary.'</i> | Listening carefully to texts and rehearsing orally what they want to write all help to build the children's vocabulary. | |
| <i>'Articulate and justify answers, arguments and opinions.'</i> | See notes above on Big Questions and Very Big Questions. | |
| <i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i> | Partner work is continually used for children to practise their descriptions, explanations and narratives for a variety of purposes. | |
| <i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i> | See notes above on Big Questions and Very Big Questions. | |
| <i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</i> | Discussion with partners, in groups and as a class is used throughout the programme to explore ideas and predict outcomes. | |
| <i>'Speak audibly and fluently with an increasing command of Standard English.'</i> | Frequent invitations for partners to share their ideas in front of the class, encourages confidence in speaking audibly and fluently – and in Standard English. | |
| <i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i> | A wide variety of oral work is contained in all units, including discussion, performances and role play. | |
| <i>'Gain, maintain and monitor the interest of the listener(s).'</i> | Children will become more skilled at this through the continual paired, group and whole class oral work. | |
| <i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i> | These skills will be particularly honed through the extended discussion during the Very Big Question sessions. | |
| <i>'Select and use appropriate registers for effective communication.'</i> | Children will practise these skills through the regular oral activities which cover a wide variety of spoken and written tasks for different purposes and audiences. | |

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| Reading - word reading | | |
| <i>Pupils should be taught to:</i> | | |
| <i>'Apply their 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 they meet.'</i> | | Throughout Year 3 and Year 4 programme |
| <i>'Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.'</i> | | Throughout Year 3 and Year 4 programme |
| Reading – comprehension | | |
| <i>Pupils should be taught to:</i> | | |
| <i>'To develop positive attitudes to reading and understanding of what they read by:</i> | All fiction and non-fiction texts in <i>Anthology 3</i> and <i>4</i> and associated teaching materials. | |
| <ul style="list-style-type: none"> <i>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i> | <u>Year 3</u> Unit 1 – Story with familiar setting, information text. Unit 2 – Playscript, instruction text. Unit 3 – Science fiction/fantasy story, discussion texts Unit 4 – Poem, explanation text. Unit 5 – Mystery story, non-chronological report. Unit 6 – Folktale, biography and. autobiography. <u>Year 4</u> Unit 1 – Story with a dilemma, information texts. Unit 2 – Poetry, journalistic recounts. Unit 3 – Story in narrative verse, explanation texts. Unit 4 – Playscript, evaluating evidence. Unit 5 – Story with historical setting, newspaper articles. Unit 6 – Story from another culture, persuasive writing. | |
| <ul style="list-style-type: none"> <i>Reading books that are structured in</i> | A variety of texts with different structures are covered | |

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| <i>different ways and reading for a range of purposes.</i> | throughout the Anthologies and teaching materials for Year 3 and Year 4. Children are taught to think carefully about the audience and purpose for each text. For example: Year 3 Unit 1 focuses on different forms of information texts; Year 4 Unit 3 explores the organizational features of explanation texts. | |
| <ul style="list-style-type: none"> • <i>Using dictionaries to check the meaning of words that they have read.</i> | Language activities throughout the programme encourage children to use dictionaries to check the definition of words. For example: Year 3 Unit 3 focuses on dictionary definitions of vocabulary used to talk about stories. Year 4 Unit 5 asks children to check dictionary definitions of words they have noted and explained in their Daily log. | |
| <ul style="list-style-type: none"> • <i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</i> | A wide range of fiction texts are covered in materials for Year 3 and Year 4, including a folktale (Year 3 Unit 6), and traditional tales told in verse (Year 4 Unit 3). Many of these stories are retold and extended orally, often in preparation for the children's own writing. | |
| <ul style="list-style-type: none"> • <i>Identifying themes and conventions in a wide range of books.</i> | Covered throughout materials in Year 3 and Year 4, including discussion stemming from Anthology texts, but also linked to children's wider knowledge and reading. The Story store activities build on prior knowledge of stories and focus on new themes. | |
| <ul style="list-style-type: none"> • <i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i> | Practised throughout the programme in Year 3 and Year 4, through Dramatic reconstruction activities. <u>Year 3</u> Unit 2 – Playscript (particular focus on characters' voices and expression). Unit 4 – Poem (particular focus on rhyme, rhythm and emphasis on special phrases and words). <u>Year 4</u> Unit 2 – Poems (particular focus on actions to accompany poems and intonation). Unit 4 – Playscript (particular focus on modeling performance of script, then encouraging children to explore characters further through role play). | |
| <ul style="list-style-type: none"> • <i>Discussing words and phrases that</i> | Covered throughout the programme in Year 3 and | |

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| <i>capture the reader's interest and imagination.</i> | Year 4 in Word power and Special phrases activities. | |
| <ul style="list-style-type: none"> • <i>Recognising some different forms of poetry [for example, free verse, narrative poetry].'</i> | A wide variety of poetic forms are covered. For example, Year 3 Unit 4: tongue twisters, riddles, nonsense poems, performance poems; Year 4 Unit 3: narrative verse. | |
| <i>'Understand what they read, in books they can read independently, by:</i> | | |
| <ul style="list-style-type: none"> • <i>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</i> | This is done throughout the programme through the three-layer approach to reading new texts. | |
| <ul style="list-style-type: none"> • <i>Asking questions to improve their understanding of a text.</i> | Questioning is an integral part of the programme, designed to engage readers fully with what they are reading, triggering discussion, speculation and predictions. | |
| <ul style="list-style-type: none"> • <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i> | Throughout the programme, children are encouraged to explore implications in texts, rather than just look at 'surface meanings'. Role play, discussion, searching for clues in texts are all built in to activities to develop children's inference skills. | |
| <ul style="list-style-type: none"> • <i>Predicting what might happen from details stated and implied.</i> | Regular speculation and discussion about the development of stories is encouraged through What if... activities, and also explored through the 'clues' and 'evidence' stages when reading a new story. | |
| <ul style="list-style-type: none"> • <i>Identifying main ideas drawn from more than one paragraph and summarising these.</i> | Throughout the programme, children are encouraged to identify, discuss and summarise, both orally and sometimes in note form, main ideas in a text. This is often part of the Deconstruction activities for non-fiction texts, e.g. Year 3 Unit 5. | |
| <ul style="list-style-type: none"> • <i>Identifying how language, structure, and presentation contribute to meaning</i> | In fiction, poetry and non-fiction texts, children are explicitly taught how meaning is build up through the language, structure and presentation of texts. For example, Year 4 Unit 2 encourages children to make connections between form and content in poetry. | |
| <i>'Retrieve and record information from non-</i> | In all non-fiction texts, children identify information, | |

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| <i>fiction.'</i> | usually orally at first, leading to written notes and then more developed writing of their own. | |
| <i>'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.'</i> | Discussion of books and texts is an integral part of the programme, both as a whole class, in groups and with a partner. Taking turns and listening are skills that are practised throughout. | |
| Writing - transcription | | |
| <i>Spelling (see English Appendix 1)</i> | | |
| Pupils should be taught to: | | |
| <i>'Use further prefixes and suffixes and understand how to add them (English Appendix 1).'</i> | Year 3 Unit 4 Prefixes. Year 4 Unit 1 Prefixes and suffixes. | See Appendix 1 grid below |
| <i>'Spell further homophones.'</i> | | <i>Practice Book 3</i> Special focus 2: Homophones (p.23) <i>Practice Book 3</i> Special focus 4: Homophones (p.49) <i>Practice Book 4</i> Special focus 2: Homophones (p.23) <i>Practice Book 4</i> Special focus 4: Homophones (p.49) |
| <i>'Spell words that are often misspelt (English Appendix 1).'</i> | | Throughout programme Word banks online (Orange words are Word lists words) Jumping Orange words – every unit |
| <i>'Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].'</i> | Year 4 Unit 4 Possessive apostrophes in plural words. | <i>Practice Book 4</i> Special focus 3: Possessive apostrophes with plural words (p.36). |
| <i>'Use the first two or three letters of a word to check its spelling in a dictionary.'</i> | Dictionary work is encouraged throughout the programme in Year 3 and Year 4, in a variety of activities. | Dictionary challenges are included in some Word changer activities in the Year 3 and Year 4 Practice Books. |
| <i>'Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.'</i> | | Dictation activity – throughout programme. |
| Writing – handwriting | | |

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| Pupils should be taught to: | | |
| <i>'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.'</i> | Children encouraged to make their handwriting as neat and legible as possible. Letters must be correctly sized, shaped and formed. Handwriting should be clear and correctly positioned on the line. | |
| <i>'Increase the legibility, consistency and quality of their handwriting.'</i> | | |
| Writing - composition | | |
| Pupils should be taught to: | | |
| <i>'Plan their writing by:</i> | | |
| <ul style="list-style-type: none"> • <i>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</i> | This preparation for their own writing is integral to the programme, where reading and discussing a similar text type is always the precursor to children's own writing. | |
| <ul style="list-style-type: none"> • <i>Discussing and recording ideas.'</i> | Throughout the programme, children discuss their ideas as a class and/or with a partner. Ideas are recorded in planning grids and magpie books, and children expand and develop them through the supported writing process. | |
| <i>'Draft and write by:</i> | | |
| <ul style="list-style-type: none"> • <i>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2.</i> | Oral work is an essential part of the carefully structured and supported writing process, throughout the programme. Children always compose and rehearse sentences orally, experimenting with vocabulary and different sentence structures for a variety of effects. | |
| <ul style="list-style-type: none"> • <i>Organising paragraphs around a theme.</i> | The organization of paragraphs to group suitable material together is practised throughout the programme in the writing sections. It has particular emphasis in certain units, e.g. Year 3 Unit 6, Year 4 Unit 2. | |
| <ul style="list-style-type: none"> • <i>In narratives, creating settings, characters and plot.</i> | These skills are taught, practised and developed in all the narrative writing sections throughout Year 3 and Year 4, for example: Year 3 Unit 1, Year 4 Unit 5. | |
| <ul style="list-style-type: none"> • <i>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].'</i> | Organizational devices are incorporated into the majority of non-narrative writing activities, for example in Year 3 Unit 1, Year 4 Unit 5. | |

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| <i>'Evaluate and edit by:</i> | | |
| <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. | Evaluation and editing of their own and partner's writing is an integral part of all the writing sections in every unit throughout the programme. | |
| <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.' | Identifying ways to improve consistency of written work is built into the writing process throughout the programme. Pronouns are a particular focus in Year 4 Unit 6. | |
| <i>'Proof-read for spelling and punctuation errors.'</i> | Proofreading is an integral part of the staged process of producing written work in this programme. Children are explicitly asked to proofread all their written work. | |
| <i>'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.'</i> | Throughout the programme children are encouraged to read aloud their written work, using appropriate skills. For example, rehearsing and presenting their playscripts Year 3, Unit 2, and their film trailers Year 4 Unit 6. | |
| Writing – vocabulary, grammar and punctuation | | |
| <i>Pupils should be taught to:</i> | | |
| <i>'Develop their understanding of the concepts set out in English Appendix 2 by:</i> | | |
| <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. | Focus on the use of subordinating conjunctions in multi-clause sentences, Year 3 Unit 3 and Unit 5. | |
| <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense. | Awareness of verb tenses in both reading and writing is encouraged throughout the programme. Specific reference to the present perfect form of verbs in contrast to the past tense is made in Year 3 Unit 5. | |
| <ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | Choosing appropriate nouns and pronouns is focused on throughout the programme in Year 3 and Year 4, but there is particular reference to them in Year 4 Unit 6, in relation to the clarity and cohesion they can bring to a text. | |

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| <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. | Year 3 Unit 2 – adverbs of time. | |
| <ul style="list-style-type: none"> Using fronted adverbials. | Year 4 Unit 3 – fronted adverbials. | |
| <ul style="list-style-type: none"> Learning the grammar for years 3 and 4 in English Appendix 2.’ | This is embedded within the activities for Year 3 and Year 4 of the programme, and always within the context of children’s reading and writing. | |
| <i>‘Indicate grammatical and other features by:</i> | | |
| <ul style="list-style-type: none"> Using commas after fronted adverbials. | Year 4 Unit 3. | |
| <ul style="list-style-type: none"> Indicating possession by using the possessive apostrophe with plural nouns. | Year 4 Unit 4. | |
| <ul style="list-style-type: none"> Using and punctuating direct speech.’ | Year 3 Unit 1. Year 4 Unit 1. | |
| <i>‘Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.’</i> | Using correct grammatical terminology is an integral part of the whole reading and writing programme. | |

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| <i>‘Adding suffixes beginning with vowel letters to words of more than one syllable.’</i> | | Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i> |
| <i>‘The /ɪ/ sound spelt ‘y’ elsewhere than at the end of words’</i> | | Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter y |
| <i>‘The /ʊ/ sound spelt ‘ou’.’</i> | | Year 4 Special focus 1 The short <i>u</i> sound spelt ou |
| <i>‘More prefixes.’</i> | | Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and in- Year 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix re- Year 3 Unit 12 (anti-) Adding the prefix anti- Year 3 Unit 13 (super-) Adding the prefix super- |

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| | | Year 3 Unit 14 (sub-) Adding the prefix sub- Year 4 Unit 1 (mis-) Adding the prefix mis- Year 4 Unit 3 (auto-) Adding the prefix auto- Year 4 Unit 5 (inter-) Adding the prefix inter- Year 4 Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un-, in-, mis- and dis Year 4 Unit 12 (ir-) Adding ir- to words beginning with r |
| 'The suffix -ation. ' | | Year 3 Unit 6 Adding -ation to verbs to form nouns |
| 'The suffix -ly ' | | Year 3 Unit 4 Adding the suffix -ly (to adjectives to form adverbs) Year 4 Unit 4 Adding the suffix -ly (to adjectives to form adverbs) |
| 'Words with endings sounding like /zə/ or /tʃə/.' | | Year 3 Unit 5 Words ending in -ture Year 4 Unit 2 Words ending in zhuh spelt -sure |
| 'Endings which sound like /zən/.' | | Year 4 Unit 9 Words ending in zhun spelt -sion |
| 'The suffix -ous. ' | | Year 3 Unit 3 Adding the suffix -ous Year 4 Unit 7 Words ending in -ous |
| 'Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian. ' | | Year 3 Unit 9 Adding the suffix -ion (to root words ending in t or te) Year 3 Unit 10 Adding the suffix -ian (to root words ending in c or cs) Year 4 Unit 13 Adding the prefix super- Year 4 Unit 14 Adding the prefix sub- |
| 'Words with the /k/ sound spelt ch. ' | | Year 3 Unit 7 Words with the c sound spelt ch |
| 'Words with the /ʃ/ sound spelt ch. ' | | Year 3 Unit 8 Words with the sh sound spelt ch |
| 'Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que. ' | | Year 4 Unit 11 The c sound spelt -que and the g sound spelt -gue |
| 'Words with the /s/ sound spelt sc. ' | | Year 4 Unit 8 Words with the s sound spelt sc |

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| 'Words with the /ei/ sound spelt ei, eigh, or ey.' | | Year 4 Unit 6 Words with the ay sound spelt ei, eigh, ey |
| 'Possessive apostrophe with plural words.' | | Year 4 Special focus 3 Possessive apostrophes with plural words |
| 'Homophones and near-homophones.' | | Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones |
| 'Years 3 and 4 word list.' | | Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> . |

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| Word | | |
| 'Formation of nouns using a range of prefixes .' | Year 3 Unit 4. | |
| 'Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box].' | Year 3 Unit 3. | |
| ' Word families based on common words , showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].' | Year 3 Unit 5. | |
| 'The grammatical difference between plural and possessive <u>-s</u> .' | Year 4 Unit 4. | |

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| <i>'Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].'</i> | Year 4 Unit 5 (comparing Standard English with dialogue in <i>Oliver Twist</i>). | |
| Sentence | | |
| <i>'Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].'</i> | Year 3 Unit 3 (subordinating conjunctions to express cause and time). Year 3 Unit 2 (adverbs of time). Year 3 Unit 6 (prepositions expressing place). | |
| <i>'Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).'</i> | The building up of rich and varied descriptive phrases is integral to the teaching and learning in this programme. Special phrases activities focus on powerful, apt vocabulary, and children are encouraged to build up their own range of descriptive skills in their Personal logs, e.g. Year 4 Unit 6. | |
| <i>'Fronted adverbials [for example, Later that day, I heard the bad news.]'</i> | Year 4 Unit 3. | |
| Text | | |
| <i>'Introduction to paragraphs as a way to group related material.'</i> | Year 3 Unit 6. | |
| <i>'Headings and sub-headings to aid presentation.'</i> | Year 3 Unit 1. | |
| <i>'Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].'</i> | Specific reference to the present perfect form of verbs, in contrast to the past tense, is made in Year 3 Unit 5. | |
| <i>'Use of paragraphs to organise ideas around a theme.'</i> | Year 4 Unit 2. | |
| <i>'Appropriate choice of pronoun or noun within and across aid cohesion and avoid repetition.'</i> | Year 4 Unit 6. | |
| Punctuation | | |
| <i>'Introduction to inverted commas to</i> | Year 3 Unit 1. | |

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| punctuate direct speech .' | | |
| 'Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!".' | Year 3 Unit 1. Year 4 Unit 1. | |
| ' Apostrophes to mark plural possession [for example, the girl's name, the girls' names .' | Year 4 Unit 4. | |
| 'Use of commas after fronted adverbials. ' | Year 4 Unit 3. | |
| Terminology for pupils | | |
| 'Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial.' | This terminology is built into the programme for Years 3 and 4, and is introduced where relevant to different texts and writing tasks. Teachers model how to use these words and children are expected to understand and use these words accurately and confidently. | |