

• = I'm starting to understand

/ = I'm nearly there

X = I fully understand

# English Programmes of Study

# 3/4

My handwriting is legible with all letters the same height and the correct distance apart from each other.

I know which letters are appropriate to join when writing.

**Handwriting**

I know that some words sound different to how they are spelt.

I can use my existing knowledge of a range of different words to help me with the understanding of new words.

I can use my existing knowledge of a range of different words to help me to read aloud.

**Reading Words**

I understand how books are set out to help the reader identify the meaning and can use non fiction books to find out things.

I can tell what the main ideas in a book are from reading a few paragraphs.

I can predict events in stories from what I have read.

I use evidence from different parts of the text to support my inference.

I ask questions to help me understand more about a book.

I can recognise different types of poetry.

I can discuss words and phrases that interest me.

I can talk about different types of stories I have read.

I can use a dictionary to check the meaning of words.

I can choose from a wide range of books that are different but give me the required information.

I can show that I understand a range of texts I have read.

**Reading Comprehension**

I can write simple sentences from memory that have been read to me, using the correct punctuation.

When using a dictionary, I am able to use the first two or three letters of a word to check meaning.

I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.

I am able to spell words that are often misspelt.

I can spell an increasing range of homophones.

I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.

**Writing Transcription**

I can read my writing to an audience in an entertaining manner.

I reread my work and check for mistakes.

I can edit my own work and that of others and add improvements.

I can organise my writing by using headings and sub-headings.

I can organise my writing using different settings, characters and plot.

I can draft my work in paragraphs.

I am using an increasing range of sentence structures and sophisticated vocabulary.

I am able to use ideas to plan my writing.

I plan my writing by looking at similar texts I have written before discussing the structure and vocabulary.

**Writing Composition**

I use inverted commas to open and close speech.

I use headings and sub-headings to structure and present my work.

I group ideas I write about into paragraphs.

I know when to use 'a' or 'an' depending on what the next word is.

I can add prefixes to form new words, such as adding super-, anti- or auto- to words.

I can use conjunctions, adverbs and prepositions to express time and cause in my writing.

I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.

I can write sentences which contain more than one clause, by using a wide range of conjunctions.

**Vocabulary, Grammar & Punctuation Year 3**

I describe nouns in detail when I need to write about a complex object.

I can punctuate speech in a text.

I can correctly use the possessive apostrophe with plural nouns.

I know that there is a difference between the way I write and talk.

I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing.

I am developing my understanding of choosing nouns and pronouns appropriately to improve my writing.

I use commas after fronted adverbials.

**Vocabulary, Grammar & Punctuation Year 4**

I can spell homophones and near homophones.

I can use the possessive apostrophe with plural words.

I can spell words which have 'ei', 'eigh' and 'ey' in them such as vein, weigh and obey.

I can spell words with the 's' sound spelt 'sc' such as 'science'.

I can spell words ending with the 'k' sound spelt '-que' such as unique.

I can spell words ending with the 'g' sound spelt '-gue' such as tongue.

I can spell words with the 'sh' sound spelt 'ch' such as chef.

I can spell words with the 'k' sound spelt 'ch' such as chorus.

I can spell words ending in, -tion, -sion, -ssion and -cian.

I can spell words ending in the 'ure' sound such as treasure.

I can spell words with the suffixes -ation, -ly and -ous.

I can spell words with the prefixes, dis-, mis- and in-.

I can spell words with 'ou' in them such as young and touch.

I can spell words with the 'i' sound spelt 'y' such as 'myth'.

I can add suffix rules correctly.

**Spellings**