

English Knowledge Organiser

Year 3 and Year 4

How do we teach the children to read and write?

By year 3, most children should be reading and writing fluently, ready for more extended pieces. Across the school we chose high quality texts to study in Literacy lessons and to support extended learning in KS2. We want children to have the opportunity to read and study different texts to be opened to different vocabulary.

How to help your child:

- Ask your child about their Literacy and Whole class reading texts. Get them to tell you about them.
- Don't over correct independent writing or reading – aim for enthusiasm.
- Encourage your child to write stories, diaries, letters.
- Inspire reading for pleasure and let them see you read!
- Help your child to spot patterns in their spelling words.

Useful links:

- National Curriculum/ Development Matters - search on internet.
- <https://www.scholastic.co.uk/piecorbett/resources> - Good quality texts split into age groups.
- <http://www.keystage2literacy.co.uk/> - KS2 Literacy support.

GPS (grammar, punctuation and spelling)

GPS lessons are taught as discrete lessons weekly, however the content is usually followed up and pulled in through other Literacy lessons and Big Write pieces. By the end of year 4 children should be able to, write in full sentences with full punctuation including speech. They should be able to write in clear paragraphs and use titles and subheadings where necessary and around a set theme. The children should understand what a main clause and subordinate clause is to extend sentences and use conjunctions to do this. They must be able to choose the appropriate noun or pronoun to aid cohesion. Children must also be able to use apostrophes to show plural possession correctly.

Key vocabulary

Nouns – name

Prefixes – letters added to the beginning of a word to change the meaning.

Suffixes – letters added to the end of a word to change the meaning.

Articles – the use of 'a' and 'an' dependent on vowel or consonant.

Word families – groups of words that have a common feature.

Conjunctions – a word joining two clauses eg. but

Adverbs – a word or phrase that modifies verb, noun eg. Quickly

Prepositions – a word connecting a noun or pronoun to a verb.

Subordinate clause – a clause dependent on the main clause to make sense.

Direct speech – the reporting of actual speech in words.

Inverted commas – punctuation to indicate speech.

Determiner – a modifying word for a group eg. The

Pronoun – a word covering the noun eg. I

Possessive pronoun – a noun indicating possession eg. Mine

Adverbial – a word or phrase functioning as a sentence opener.

Reading

Whole class reading novels in year 3 and 4 are:

Year 3: George's Marvellous Medicine, Bill's New Frock and Iron Man.

Year 4: Why the whales came, Firework Maker's Daughter and Kensuke's Kingdom.

Other poetry, non-fiction texts and wordless texts are used to cover all objectives. Whole class reading is split into four lessons which concentrate on different aspects of reading: prediction and vocabulary, retrieval, inference and explanation and summarising.

Writing

Pupils should be able to write down their ideas with a good level of accuracy and extend these sentences to more than one clause. They should be using all punctuation taught independently in their work. Children should be able to plan, draft and reread their own writing to ensure they are writing to the best standard they can and will be given opportunities to do this, especially in weekly Big Write pieces. Reading aloud is also an objective. The children should be able to read their own work to groups or the class.

By the end of year 4 the children's handwriting should be neat, joined and legible.

Key Vocabulary – Reading

Retrieval	Finding information from a text.
Prediction	Saying what you think might happen next or as a result of something.
Comprehension	Understanding and answering questions about what has been read.
Inference	Making assumptions about what is happening in the text from what you already know.
Deduction	Using evidence in a text to support an idea.
Summarise	To give a brief summary of what the chapter/text has been about.

How to help:

- Try not to over correct when you read with your child.
- Ensure your child is reading at least 4 times a week.
- Ask your child questions about what they are reading.
- Visit local libraries.
- Let your child see you read.
- Make reading enjoyable – not a battle – let them read what interests them.

Key Vocabulary – writing

Paragraph	A distinct piece of writing usually written on a specific topic.
Punctuation	The marks splitting sentences and defining what sentence type it is eg. question mark?
Plot	The main idea of a story.
Subject	A person or thing being the doing something.
Resolution	How the problem in the story is worked out.
Proof read	To reread own work and check for spelling or grammatical errors.

Genres covered:

Adventure stories, shape poetry, non-chronological reports, instruction writing, folk tales, haiku poetry, playscripts, letter writing, persuasive writing, descriptive writing, explanation texts, diary writing, myths and legends and tales from other cultures.

How to help:

- Remind your child to try and speak in grammatically correct sentences.
- Encourage free writing and story writing to concrete writing skills.
- Speak positively about writing to your child!
- Complete homework and allow your child to try it independently first.