



Key Learning in Reading and Writing for Year 3/4

Mixed Age Key Learning in Reading and Writing

What is *Mixed Age Key Learning in Reading and Writing*?

The *Key Learning in Reading and Writing* statements relate to the age appropriate reading skills, knowledge and understanding for each year group. These have been matched across two year groups to show progression in Year 3 and Year 4.

Where have they come from?

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the National Curriculum programmes of study?

The aim was to specify the key learning in reading and writing for each year group, rather than the age-phase in Lower Key Stage 2, and match statements to show progression from Year 3 into Year 4. Further details have also been added to clarify and exemplify the statements from the programmes of study.

How might *Mixed Age Key Learning in Reading and Writing* be useful?

The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives. They will enable teachers to plan for mixed age classes by examining the progression and match of statements. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as readers and writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts.

Key Learning in Reading: Year 3	Key Learning in Reading: Year 4
<p>Word Reading</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. ▪ Read and understand words from the Year 3 list (selected from the statutory Year3/4 word list) – see below. 	<p>Word Reading</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings, e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i> <i>super-</i>, <i>anti-</i>, <i>auto-</i>. ▪ Use suffixes to understand meanings, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. ▪ Read and understand words from the Year 4 list (selected from the statutory Year3/4 word list) – see below.
<p>Comprehension</p>	<p>Comprehension</p>
<p>Developing pleasure in reading and motivation to read</p>	<p>Developing pleasure in reading and motivation to read</p>
<ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. 	<ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. <i>fairy tales</i>, <i>folk tales</i>, <i>classic poetry</i>, <i>kennings</i>, <i>advertisements</i>, <i>formal speeches</i>, <i>magazines</i>, <i>electronic texts</i>.
<ul style="list-style-type: none"> ▪ Regularly listen to whole novels read aloud by the teacher. 	<ul style="list-style-type: none"> ▪ Regularly listen to whole novels read aloud by the teacher.
<ul style="list-style-type: none"> ▪ Read a range of non-fiction texts, e.g. <i>information</i>, <i>discussion</i>, <i>explanation</i>, <i>biography</i> and <i>persuasion</i>. 	<ul style="list-style-type: none"> ▪ Read books and texts for a range of purposes, e.g. <i>enjoyment</i>, <i>research</i>, <i>reference</i>.
<ul style="list-style-type: none"> • Recognise some different forms of poetry, e.g. <i>narrative</i>, <i>calligrams</i>, <i>shape poems</i>. 	<ul style="list-style-type: none"> ▪ Recognise and analyse different forms of poetry, e.g. <i>haiku</i>, <i>limericks</i>, <i>kennings</i>. ▪ Learn a range of poems by heart and rehearse for performance.
<ul style="list-style-type: none"> ▪ Sequence and discuss the main events in stories. 	
<ul style="list-style-type: none"> ▪ Orally retell a range of stories, including less familiar fairy stories, fables and folktales, e.g. <i>Grimm's Fairy Tales</i>. 	<ul style="list-style-type: none"> ▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends.
<ul style="list-style-type: none"> ▪ Identify and discuss themes, e.g. <i>good over evil</i>, <i>weak and strong</i>, <i>wise and foolish</i>, <i>mean and generous</i>, <i>rich and poor</i>. 	
<ul style="list-style-type: none"> ▪ Identify and discuss conventions, e.g. <i>numbers three and seven in fairy tales</i>, <i>magical sentence repeated several times</i>. 	
<ul style="list-style-type: none"> ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
<p>Understanding books which they can read themselves and those which are read to them</p>	<p>Understanding books which they can read themselves and those which are read to them</p>
<ul style="list-style-type: none"> ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. 	<ul style="list-style-type: none"> ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. <i>metaphors</i>, <i>similes</i>.
<ul style="list-style-type: none"> ▪ Explain the meaning of unfamiliar words by using the context. 	<ul style="list-style-type: none"> ▪ Explain the meaning of key vocabulary within the context of the text.
<ul style="list-style-type: none"> ▪ Use dictionaries to check meanings of words they have read. 	<ul style="list-style-type: none"> ▪ Use dictionaries to check meanings of words in the texts that they read.
<ul style="list-style-type: none"> ▪ Use intonation, tone and volume when reading aloud. 	<ul style="list-style-type: none"> ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
<ul style="list-style-type: none"> ▪ Take note of punctuation when reading aloud. 	
<ul style="list-style-type: none"> ▪ Discuss their understanding of the text. 	
<ul style="list-style-type: none"> ▪ Raise questions during the reading process to deepen understanding, e.g. <i>I wonder why the character</i>. 	<ul style="list-style-type: none"> ▪ Demonstrate active reading strategies, e.g. <i>generating questions</i>, <i>finding answers</i>, <i>refining thinking</i>, <i>modifying questions</i>, <i>constructing images</i>.

<ul style="list-style-type: none"> Make predictions based on details stated. 	<ul style="list-style-type: none"> Make predictions based on information stated and implied.
<ul style="list-style-type: none"> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. 	<ul style="list-style-type: none"> Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
<ul style="list-style-type: none"> Justify responses to the text using the PE prompt (Point + Evidence). 	<ul style="list-style-type: none"> Justify responses to the text using the PE prompt (Point + Evidence).
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify, analyse and discuss themes, e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i>
<ul style="list-style-type: none"> Discuss the purpose of paragraphs. 	<ul style="list-style-type: none"> Explain how paragraphs are used to order or build up ideas, and how they are linked.
<ul style="list-style-type: none"> Identify a key idea in a paragraph. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these, e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i>
<ul style="list-style-type: none"> Analyse and evaluate texts looking at language, structure and presentation, e.g. <i>persuasive letter, diary and calligram etc.</i> 	<ul style="list-style-type: none"> Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
Retrieving and Recording Information from non-fiction	Retrieving and Recording Information from non-fiction
<ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task. 	<ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task.
<ul style="list-style-type: none"> Evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i> 	<ul style="list-style-type: none"> Analyse and evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i>
<ul style="list-style-type: none"> Record information from a range of non-fiction texts. 	<ul style="list-style-type: none"> Record information from a range of non-fiction texts.
<ul style="list-style-type: none"> Quickly appraise a text to evaluate usefulness. 	<ul style="list-style-type: none"> Scan for dates, numbers and names.
<ul style="list-style-type: none"> Navigate texts in print and on screen. 	<ul style="list-style-type: none"> Navigate texts, e.g. <i>using contents and index pages, in order to locate and retrieve information in print and on screen.</i>
Participating in Discussion	Participating in Discussion
<ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently. 	<ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
<ul style="list-style-type: none"> Develop and agree on rules for effective discussion. 	<ul style="list-style-type: none"> Develop, agree on and evaluate rules for effective discussion.
<ul style="list-style-type: none"> Take turns and listen to what others say. 	
<ul style="list-style-type: none"> Make and respond to contributions in a variety of group situations, e.g. <i>whole class, pairs, guided groups, book circles.</i> 	<ul style="list-style-type: none"> Make and respond to contributions in a variety of group situations, e.g. <i>whole class, independent reading groups, book circles.</i>

Key Learning in Writing: Year 3 Composition	Key Learning in Writing: Year 4 Composition
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> Identify clauses in sentences. 	
<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. 	
<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>when, if because, although, while, since, until, before, after, so, as</i> 	
<ul style="list-style-type: none"> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> 	<ul style="list-style-type: none"> Create complex sentences with adverb starters, e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i>
<ul style="list-style-type: none"> Identify, select, generate and effectively use prepositions for where, e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> Use commas to mark clauses in complex sentences.
<ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> 	<ul style="list-style-type: none"> Use commas after fronted adverbials.
<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (speech marks). 	<ul style="list-style-type: none"> Create sentences with fronted adverbials for where, e.g. <i>In the distance, a lone wolf howled.</i>
<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action, e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). 	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when, e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i>
<ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel, e.g. <i>a rock, an open box.</i> 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour guide announced, "Be back here at four o' clock."</i>
<ul style="list-style-type: none"> Explore and collect word families, e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. 	<ul style="list-style-type: none"> Identify, select and use determiners including: <ul style="list-style-type: none"> articles: <i>a/an, the</i> demonstratives: <i>this/that, these/those</i> possessives: <i>my/your/his/her/its/our/their</i> quantifiers: <i>some, any, no, many, much, every</i>
<ul style="list-style-type: none"> Explore and collect nouns with prefixes <i>super, anti, auto.</i> 	
<ul style="list-style-type: none"> Identify, select and effectively use pronouns. 	
<ul style="list-style-type: none"> Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. 	<ul style="list-style-type: none"> Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.
<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases and expanded noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> 	<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases and expanded noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i>
<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it instead of she seen it.</i> 	<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it instead of she seen it.</i>

	<ul style="list-style-type: none"> Use apostrophes for singular and plural possession, e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. 	
Composition	Composition	
Planning	Planning	
<ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. 	<ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan their own versions. 	
<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. 	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. 	
<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot</i>, <i>story maps</i>, <i>flow charts</i>, <i>boxing up</i>. 	<ul style="list-style-type: none"> Discuss and record ideas for planning, e.g. <i>story mountain</i>, <i>text map</i>, <i>non-fiction bridge</i>, <i>story board</i>, <i>boxing-up text types to create a plan</i>. 	
Drafting and Writing	Drafting and Writing	
<ul style="list-style-type: none"> Create and develop settings for narrative. 	<ul style="list-style-type: none"> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. 	
<ul style="list-style-type: none"> Create and develop characters for narrative. 		
<ul style="list-style-type: none"> Improvise, create and write dialogue. 		<ul style="list-style-type: none"> Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.
<ul style="list-style-type: none"> Create and develop plots based on a model. 		
<ul style="list-style-type: none"> Generate and select from vocabulary banks, e.g. <i>noun phrases</i>, <i>powerful verbs</i>, <i>technical language</i>, <i>synonyms for said</i> appropriate to text type. 	<ul style="list-style-type: none"> Plan and write an opening paragraph which combines setting and character/s. 	
<ul style="list-style-type: none"> Use different sentence structures (see VGP). 	<ul style="list-style-type: none"> Generate and select from vocabulary banks, e.g. <i>adverbial phrases</i>, <i>technical language</i>, <i>persuasive phrases</i>, <i>alliteration</i>. 	
<ul style="list-style-type: none"> Group related material into paragraphs. 	<ul style="list-style-type: none"> Use different sentence structures (see VGP). 	
<ul style="list-style-type: none"> Use headings and sub headings to organise information. 	<ul style="list-style-type: none"> Use paragraphs to organise writing in fiction and non-fiction texts. Link ideas across paragraphs using fronted adverbials for when and where, e.g. <i>Several hours later...</i>, <i>Back at home...</i> 	
	<ul style="list-style-type: none"> Use organisational devices in non-fiction writing, e.g. <i>captions</i>, <i>text boxes</i>, <i>diagram</i>, <i>lists</i>. 	
Evaluating and Editing	Evaluating and Editing	
<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. 	
<ul style="list-style-type: none"> Discuss and propose changes with partners and in small groups. 	<ul style="list-style-type: none"> Discuss and propose changes to own and others' writing with partners/small groups. 	
<ul style="list-style-type: none"> Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> Improve writing in light of evaluation. 	
Performing	Performing	
<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	

Transcription Spelling	Transcription Spelling
<ul style="list-style-type: none"> Use further prefixes <i>dis_</i>, <i>mis_</i>, <i>re_</i>, and suffixes <i>_ly</i>, <i>_ous</i>, and understand how to add them 	<ul style="list-style-type: none"> Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.
<ul style="list-style-type: none"> Add suffixes beginning with vowel letters to words of more than one syllable. 	<ul style="list-style-type: none"> Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>.
<ul style="list-style-type: none"> Spell homophones and near homophones. 	
<ul style="list-style-type: none"> Spell words containing the /A/ sound spelt <i>ou</i>, e.g. <i>young</i>, <i>touch</i>, <i>double</i> 	
<ul style="list-style-type: none"> Spell words with endings sounding like /3a/ e.g. <i>treasure</i>, <i>enclosure</i>, <i>pleasure</i>. 	
<ul style="list-style-type: none"> Spell words with endings sounding like or /tJa/, e.g. <i>creature</i>, <i>furniture</i>, <i>adventure</i>. 	
<ul style="list-style-type: none"> Spell words with the /e1/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>, e.g. <i>vein</i>, <i>weigh</i>, <i>eight</i>, <i>neighbour</i>, <i>they</i>, <i>obey</i> 	
<ul style="list-style-type: none"> Identify and spell irregular past tense verbs, e.g. <i>send/sent</i>, <i>hear/heard</i>, <i>think/thought</i> 	
	<ul style="list-style-type: none"> Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>.
	<ul style="list-style-type: none"> Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme</i>, <i>chorus</i>.
	<ul style="list-style-type: none"> Identify and spell words with the /J/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>.
	<ul style="list-style-type: none"> Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue</i>, <i>antique</i>.
	<ul style="list-style-type: none"> Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science</i>, <i>scene</i>.
	<ul style="list-style-type: none"> Understand how diminutives are formed using, e.g. suffix <i>-ette</i> and prefix <i>mini-</i>.
<ul style="list-style-type: none"> Identify and spell irregular plurals, e.g. <i>goose/geese</i>, <i>woman/women</i>, <i>potato/es</i> 	
	<ul style="list-style-type: none"> Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes, e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb).
	<ul style="list-style-type: none"> The /1/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth</i>, <i>gym</i>, <i>Egypt</i>.
<ul style="list-style-type: none"> Use the first two letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Use the first three letters of a word to check its spelling in a dictionary.
<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	<ul style="list-style-type: none"> Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to boy) and <i>boys' books</i> (books belonging to more than one boy).
<ul style="list-style-type: none"> Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<ul style="list-style-type: none"> Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.

Transcription	Transcription
Handwriting	Handwriting
<ul style="list-style-type: none"> ▪ Form and use the four basic handwriting joins. 	<ul style="list-style-type: none"> ▪ Use a joined style throughout their independent writing.
<ul style="list-style-type: none"> ▪ Write legibly. 	<ul style="list-style-type: none"> ▪ Write with consistency in size and proportion of letters, e.g. <i>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</i>

English

Word Lists for Reading and Spelling

Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

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