

Hello and Welcome!!

Please help yourself to tea and coffee

ENGLISH WORKSHOP YEARS 3 & 4

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3 & 4 Phase Leader and Year 4 Teacher

OVERVIEW

- Curriculum levels explained
- Reading
- Spelling
- Writing – grammar
- How to help at home
- Useful websites



National Curriculum Levels

Year 3

3WT

3ME

3EE

Year 4

4WT

4ME

4EE



READING

- Guided reading daily in class (2 x whole class comprehension, 3 x group reading tasks)
- Prizes and certificates awarded to regular home readers
- Book band books up to the purple level
- Free reading choices from then – any book
- ALL reading material counts towards their home reading rewards – newspaper, magazines, poetry, fiction, non-fiction, library books, books from home OR school
- Book changes recorded weekly – but some books last longer or need changing sooner



READING CURRICULUM FOR YEARS 3&4

- develop positive attitudes to reading, and an 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
 - 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 1 paragraph and **summarising these**

SPELLINGS FOR YEARS 3 & 4 (NATIONAL CURRICULUM)

- Prefixes and suffixes – ing, ed, er, dis, mis, un, in, il, im, ir, sub, inter, super, ani, auto, ation, ly, sure, ture, sion, ous, cian, tion,
- Ch, (brochure, chef)
- gue (league, tongue)
- Soft c (science, fascinate)
- Eigh (eight, neighbour)
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Year 3 and 4 Statutory Spellings						
accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

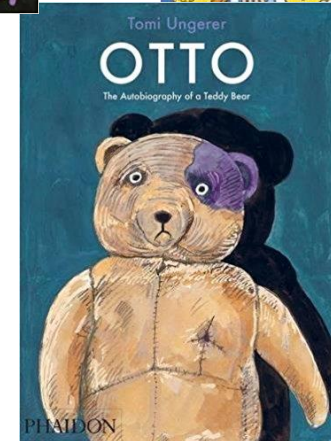
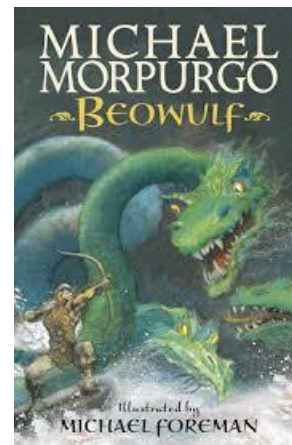
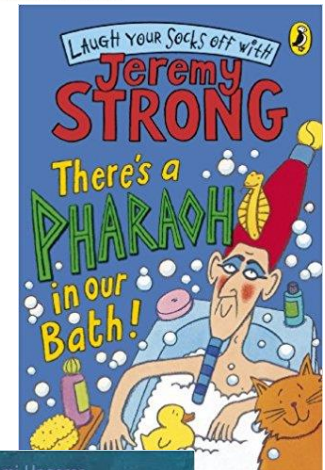
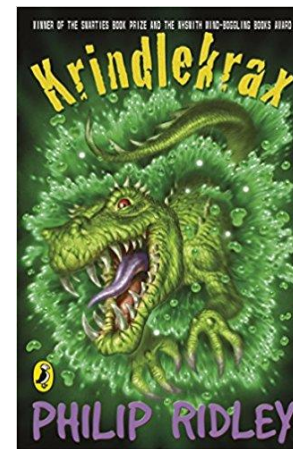
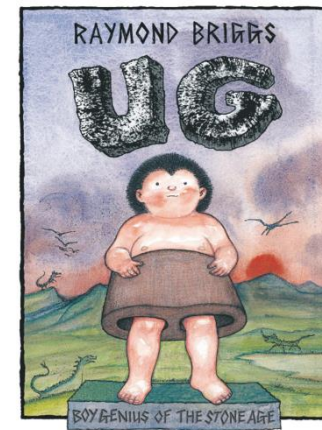
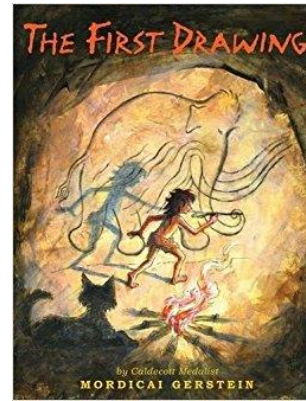
SPELLING AT BESSEMER...

- Weekly spelling homework - 5 to learn that follow a rule
- *E.g. ex words*
- Research and find other words that follow the same pattern
- Spellings tested Friday afternoon – 5 known words and then mystery words



WRITING

- Text based English units – linked to topic where possible
- Embedding grammar, punctuation and spelling teaching
- Apply the skills by writing across different fiction and non-fiction text types
- Planning and editing



WRITING —

YEAR 3 & 4 NATIONAL CURRICULUM - GRAMMAR

- 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
(He has gone out to play contrasted with He went out to play)
- choosing **nouns** or **pronouns** appropriately for clarity and cohesion and to avoid repetition
- using **conjunctions, adverbs** and **prepositions** to express time and cause
(Later, before, because, since, when)
- using **fronted adverbials**
- using commas after fronted adverbials
- indicating possession by using the **possessive apostrophe with plural nouns**
(the dogs' tails)
- using and **punctuating direct speech**



WRITING –

YEAR 3&4 GRAMMAR VOCABULARY

Year 1

letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

Year 2

noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

Year 3

preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)

Year 4

Determiner, pronoun, possessive pronoun adverbial



HOW TO HELP

- **Reading together every night** – develop good habits, time shared together, talk about what you've/they've read, unfamiliar words, comprehension, predicting, inferring, summarising, discussing words / punctuation used
- Join the local **library**
- **Talking** – Tell me about your day. Encourage them to explain and give details and description.
- **Be pedantic about grammar & pronunciation!**
- Practising **spellings**



USEFUL WEBSITES

- <https://readingeggs.co.uk/>
- <http://www.bbc.co.uk/bitesize/ks2/english/>
- http://www.sheppardsoftware.com/grammar/grammar_tutorial.htm
- <https://www.topmarks.co.uk/Search.aspx?Subject=9>
- <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
- <http://www.primaryhomeworkhelp.co.uk/>

