South Kilworth English Curriculum Years 2, 3 4

2022/23 Cycle A	Theme 1A	Theme 2A	Theme 3A	Theme 4A	Theme 5A	Theme 6A	Theme 7A
Theme	Light: What makes a shadow?	Significant people: Missions and Moons	Explore the UK	Animals including humans: What do animals need to survive?	Anglo-saxons and Vikings: Invaders and Settlers	Amazing Australia	Plants, Living Things and their Habitats: Where do living things grow?
Subject focus	Science	History	Geography	Science	History	Geography	Science
Purpose of writing	Inform Entertain	Inform Entertain	Entertain Inform	Inform Entertain Explain	Inform Entertain	Inform	Inform Persuade
Writing Outcomes	Narrative Explanation Texts	Narrative Autobiography Biography	Local legends from England Postcards/letters from relatives in the UK Leaflet – focus on a particular city Riddles (Katie Morag)	Narrative (Character Description) Explanation Texts i.e. Care Manual Instructions	Narrative Diary	Travel leaflet – All about Australia Postcard/Letter (Write to a pen pal)	Persuasive advert Newspaper

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts for Writing	Pobble 365 Example Explanation texts	Example Autobiographies & Biographies	The Big Book of the UK by Imogen Russell Williams & Louise Lockhart Kate Morag- Island stories	Tell me a Dragon	Beowulf T4W unit	Information books about Australia Meerkat Mail	The Flower
Focus Texts for Class story/ stories	The Owl who was afraid of the Dark The Tear Thief (possible T4W) BFG	Shackleton's Journey	The Buildings that made London by David Long	Charlotte's Web	How to be a Viking There's a Viking in my bed	The Day the Crayons Quit	Hodgeheg
Other quality texts linked to theme that could be used for guided reading or independent reading, book corners etc	Non-Fiction books on Light	Christopher Columbus Neil Armstrong or Ernest Shackleton (Shackleton's Journey) Non-fiction books on Explorers	Journey to the River Sea The Lighthouse Keeper's lunch Katie Morag Stories The Journey by Neil Griffiths Non-fiction books on the UK	Non-fiction books on adaptation	Non-fiction books on Anglo-Saxons and Vikings	Non-fiction books on Australia	Non-fiction books on plants and organisms
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Common Exception Words	**Year 2** door, floor, poor, water, because, most, only, both, old, gold, cold, hold, told, find, kind, mind, behind, child, wild, climb, eye	**Year 2** half, after, fast, last, past, father, class, grass, pass, plant, path, bath, even, people, money, Christmas	**Year 2** great, steak, break, move, prove, improve, beautiful, who, could, should, would, every everybody	**Year 2** children, again, any, many, pretty, beautiful, busy, who, whole	**Year 2** hour, busy, clothes, sugar, sure, parents, clothes, Mr, Mrs	**Year 2** Homophones: bare, bear sun, son be, bee blue, blew night, knight quite, quiet
	Year 3 busy, business, arrive, decide, describe, extreme, guide, surprise	**Year 3** different, favourite, February, interest, library, ordinary, separate	**Year 3** knowledge knowledgeable accidentally actually occasionally probably	**Year 3** disappear, disbelieve, rebuild, reposition, appear, believe, build, position	**Year 3** eight, eighth, reign, weight, height	**Year 3** address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose
	Year 4 mention, occasion, position, possession, question	**Year 4** bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent	**Year 4** famous, various, answer, build, calendar, complete, consider, continue	**Year 4** early, earth, experiment, group, guard, forward, forwards, fruit, heard, heart, history, imagine, important, increase, island	**Year 4** learn, length, material, minute, natural, often, particular, peculiar, perhaps, popular, potatoes, promise, purpose	**Year 4** quarter, regular, remember, sentence, special, straight, strange, strength, surprise, therefore, woman, women
Word Families	**Year 2** J spelled g, ge and dge S spelled c N spelled kn and gn Multi syllable words	**Year 2** Long I spelled y Vowel suffixes: Ed ing er est and y to words (plonkers, doublers or droppers!)	**Year 2** Wr Le, el, il and al at end of words Or spelled a before l and ll "u" sound spelled O Consonant Suffixes ~ment, ~ness, ~ful,	**Year 2** Long I spelled ey "o" spelled a after w and qu "or" spelled a after w "zj" spelled s Possessive apostrophe for singular nouns	**Year 2** Tion suffixes Here, hear One, won to, too, two see, sea	**Year 2** Revise and consolidate

		There, their, they're	~less ~ly (plonkers or droppers!) Contractions			
	Year 3 Possessive apostrophe singular and plural words Homophones: here, hear heel, heal, he'll	**Year 3** Sure and ture word endings (as in measure, creature) "u" spelled ou (young, double) Homophones: not, knot male, mail medal, meddle	**Year 3** Ly suffix ~ly and ~ally suffix: accidentally, actually, occasionally, probably Homophones: accept, except affect, effect ball, bawl berry, bury	**Year 3** Prefixes: un~, dis~, mis~, in~, il~ Homophones: break, brake fair, fare great, grate groan, grown	**Year 3** "ay" spelled ei, eigh, ey Suffixes beginning with vowels added to multi syllable words: ~en, ~ing, ~er, ~ed, ~ation	**Year 3** More prefixes: pre-, sub- Homophones: main, mane meat, meet missed, mist piece, peace Revise and consolidate
	Year 4 Tion, sion, ssion, cian rain, rein, reign whose, who's weather, whether	**Year 4** Ation, sion where, wear where, were	**Year 4** Words ending with Ous plain, plane s: een, scene	**Year 4** "u" spelled ou (young, double) Prefixes: un~, dis~, mis~, in~, il~ break, brake fair, fare great, grate groan, grown	**Year 4** Long I spelled y in initial and medial positions of word. More prefixes: inter, re, ir, im	**Year 4** K spelled ch S spelled ch G spelled gue K spelled que
Text level features	Year 2 *CONSOLIDATE Year 1 list* **FICTION** **Secure use of planning tools:** - Story map				Year 3: *CONSOLIDATE Year 2 list* **FICTION** **Paragraphs to organise ideas into each story part.**	

- Story mountain
- Story grids
- Boxing-up' grid

Understanding 5 parts to a story with more complex vocabulary:
- Opening e.g. In a land far away…
One cold but bright morning…
- Build-up e.g. Later that day
- Problem / Dilemma e.g. To his amazement
- Resolution e.g. As soon as
- Ending e.g. Luckily, Fortunately,
- Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.

The consistent use of present tense versus past tense throughout texts.
Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).

NON-FICTION
Secure use of planning tools:
 - Text map
 - washing line
- 'Boxing –up' grid

Introduction
- Heading
- Hook to engage reader
- Factual statement / definition
- Opening question
Middle section(s)
- Group related ideas / facts into sections

Extended vocabulary to introduce 5 story parts:
- Introduction: should include detailed description of setting or characters
- Build-up –build in some suspense towards the problem or dilemma
- Problem / dilemma –include detail of actions / dialogue
- Resolution - should link with the problem
- Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

Use of the perfect form of verbs to mark relationships of time and cause.
- e.g. I have written it down so I can check what it said.
Use of present perfect instead of simple past.
 - He has left his hat behind (as opposed to He left his hat behind.)

 NON-FICTION
Paragraphs to organise ideas around a theme.

Introduction
- Develop hook to introduce and tempt reader in e.g. Who….? What….? Where….? Why….? When….? How….?
Middle Section(s)
- Group related ideas /facts into paragraphs
- Sub headings to introduce sections / paragraphs
- Topic sentences to introduce paragraphs
- Flow diagram
Develop Ending
- Personal response
Extra information / reminders - e.g. Information boxes/ five amazing facts/ Wow comment

	- Sub headings to introduce sentences /sections - Use of lists – what is needed / lists of steps to be taken - Bullet points for facts - Diagrams **Ending** - Make final comment to reader - Extra tips! / Did-you-know? facts / True or false?	

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Year 4:
CONSOLIDATE Year 3 list

FICTION
- **Plan opening using description/action**
- **Paragraphs to organise each part of story -** to indicate a change in place or jump in time
- **Build in suspense writing to introduce the dilemma**

Further develop 5 parts to story:
- Clear distinction between resolution and ending.
- Ending should include reflection on events or the characters.

NON-FICTION
- **Logical organisation**
- **Group related paragraphs**
- **Develop use of a topic sentence -** Link information within paragraphs with a range of connectives.
- **Appropriate choice of pronoun or noun across sentences to aid cohesion**
- **Use of bullet points, diagrams**

    Ending - could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader
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Sentence level features (including grammar and punctuation)
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Year 2
CONSOLIDATE Year 1 list

Sentence Construction
Types of sentences: Commands
'ly' sentence starters, e.g. Usually, Eventually, Finally, Carefully, Slowly, …
Vary openers to sentences
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Year 3:
CONSOLIDATE Year 2 list

Sentence Construction:
Vary long and short sentences
Long sentences to add description or information.
Short sentences for emphasis and making key points, e.g. Sam was really unhappy. Visit the farm now.
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Use adverbs e.g. Tom ran quickly down the hill.
Secure use of:
- compound sentences using co-ordinating conjunctions and/ or / but / so
- complex sentences using subordination e.g. drop in a relative clause who/which. 'Sam, who was lost, sat down and cried.' 'The Fire of London, which started in Pudding Lane, spread quickly.'
Additional subordinating conjunctions
- What/while/when/where/because/then/so that/if/to/until e.g. While the animals were munching breakfast, two visitors arrived.
Use long and short sentences
- Long sentences to add description or information
- Use short sentences for emphasis
Expanded noun sentences e.g. lots of people, a bright sunny day
List of 3 for description e.g. he wore old shoes, a dark cloak and a red hat.

Word Structure/Language:
More prepositions e.g. behind, along, above, before, between, after
Two adjectives to describe the noun e.g. The scary, old woman… Squirrels have long, bushy tails
Adverbs for description e.g. Snow fell gently and covered the cottage in the wood
Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.
Generalisers for information e.g. Most dogs …Some cats….
Formation of nouns using suffixes such as -ness, -er
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs

Punctuation:
Demarcate sentences

Embellish simple sentences
Adverb starters to add detail, e.g. Carefully, she crawled along the floor
Adverbial used as a 'where', 'when' or 'how' started (fronted adverbials)
A few days ago, we discovered a hidden box
Prepositional phrases to place the action
On the mat, behind the tree
Compound sentences
Using for/and/nor/but/or/yet/so (coordinating conjunctions)
Develop complex sentences with range of subordinating conjunctions
ing clauses as starters e.g. Sighing, the boy finished his homework
Drop in a relative clause using who/whom/which/whose/that e.g. The boy, whose name is George, thinks he is very brave
Sentences of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
Pattern of 3 for persuasion e.g. Visit, swim, enjoy!

Word Structure/Language:
Wider range of prepositions e.g. next to, by the side of, in front of, during, through, throughout
Powerful verbs e.g. stare, tremble, slither
Boastful language e.g. magnificent, unbelievable, exciting
More specific/technical vocabulary to add detail e.g. Drops of rain fell on the corrugated, tin roof
Nouns formed from prefixes e.g. auto … super… anti…
Word families based on common words e.g. teach – teacher, beauty – beautiful
Use of determiners a or an according to whether next word begins with a vowel

Punctuation:
Colon before a list e.g. What you need:
Ellipses to keep the reader hanging on

- Capital letters - Full stops - Question marks - Exclamation marks - Commas to separate items in a list - Comma after -ly opener, e.g. fortunately, slowly - Speech bubbles - Speech marks for direct speech - Implicitly understand how to change from indirect speech to direct speech **Apostrophes to mark contracted forms in spelling** e.g. don't, can't **Apostrophes to mark singular possession** e.g. the cat's name	**Secure use of inverted commas for direct speech** **Use of commas after a fronted adverbial** e.g. Later that day, I heard the bad news

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Year 4
CONSOLIDATE Year 3 list

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Sentence Construction
- **Develop long and short sentences**
- Long sentences to enhance description or information
- Short sentences to move events on quickly. e.g. It was midnight. It's great fun.
- **Start with a simile**
- e.g. As curved as a ball, the moon shone brightly in the night sky.
- **Secure use of simple / embellished simple sentences**
- **Secure use of compound sentences (Coordination) using coordinating conjunction:** for/and/nor/but/or/yet/so
- **Further develop complex sentences with range of subordinating conjunctions and correct comma use.**

Word Structure/Language
- **'ed' / 'ing' clauses as starters**
- e.g. Frightened, Tom ran straight home to avoid being caught.
- Grinning menacingly, he slipped the treasure into his rucksack.
- **Drop in –'ing' clause**
- e.g. Jane, laughing at the teacher, fell off her chair.
- **Sentence of 3 for action**
- e.g. Sam rushed down the road, jumped on the bus and sank into his seat.
- **Repetition to persuade**

- e.g. Find us to find the fun
- **Dialogue - verb + adverb**
- "Hello," she whispered, shyly.
- **Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition**
- **Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)**

Punctuation
- **Prepositions**
- at underneath since towards beneath beyond
- **Conditionals**
- could, should, would
- **Comparative and superlative adjectives**
- e.g. small…smaller…smallest
  good…better…best
- **Proper nouns**
- refers to a particular person or thing. e.g. Monday, Jessica, October, England
- **Commas to mark clauses and to mark off fronted adverbials**

- **The grammatical difference between plural and possessive –s**
- Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural

- **Full punctuation for direct speech**
- Each new speaker on a new line
- Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!
  Speech starts with capital letter

Spoken Language	Year 2	Year 3
	The Language of Argument – Agreement and Disagreement	**The Language of Argument – Agreement and Disagreement**
	No because…………………	An argument for is………. because…..
	Yes because………………	An argument against is…….because…..
	I agree / disagree because……….	I understand however / due to / but / therefore ………
	I think…… because…. and also because…….	I accept your decision however I feel / believe…..
	However……..	Because / as / due / to……

Also………….

The Language of Comparison – Comparing and Contrasting
They are the same because………..
They are similar because…………..
They are different because….
is……….and…………is…………..
They are alike because they are both…………………………..
It feels different because this one………….. and that one…………..

The Language of Deduction –Making an assumption based on prior knowledge
Say how the characters feel and explain why.
I think that…………………because…………………….
This happened……………………..because…………….
I know this…………………………….
What do you think happened?
How do you know that……………..?

The Language of Description – Describing
It / This is………..and………
This has ……….. and …………
The…………is……………..and…………….
They are…………….and…………………….
I feel……………..because……………………
This is a big, round, red, beach ball

The Language of Evaluation –Evaluative Talk
I think my…………………. /book
is……….because…………………
Next time I could……………………………………………………..
I found………………………hard/easy because………………
I like / dislike…………………………….because……………………
It was interesting because…………………
I like this because…………..

The Language of Comparison – Comparing and Contrasting …….
and…………..are both………………………
…………………and…..are alike in that………………..
…………………and……………..are similar because……………
…………………and…………..are different in that……………
…………………is……………but…………………is…………..
…………………..is……………but…………………is…………..
…………………….is…………while………………..is…………..

The Language of Deduction –Making an assumption based on prior knowledge
I conclude that…………………..because………………
I found that………………………because………………
As a result of…………………..I conclude that…………
After looking at the data/information/results I conclude that….
On observing I found that……………………………..

The Language of Description – Describing
It looks/feels/sounds/smells like…………………….
It appears to be…………..because……………
It seems to be……………as…………………..
I think it looks like………due to……………
It reminds me of………………because / therefore / meanwhile…………………..
Why? How/? What? Tell Me About…

The Language of Evaluation –Evaluative Talk
I found this work……………..because………………
Next time I could/would…………………………..
Maybe you could try…………………. / I feel that…………….
I enjoyed it because…………………
……………………..was successful / ambitious because………
You could improve this work by……………………………….

The Language of Explanation

I like the part where…………………………because……………
What I found hard about this work was……………
 I found this piece of work hard/easy because…

The Language of Explanation
I…………………….because…………………….
When I …………………..because………………..
After I……………………………………………….
The……………………..because…………………
We/They………………..because…………………
How…………Why…………..Where…………..When………………

The Language of Explaining in a Mathematics context
I started at 5 because the……………
………and………are both…………………….
I jumped on/up in ……………..because……
………and………are different in that………..
This makes…………………so I ……………….
So then I…………………..because……………
I know………………because…………………..

The Language of Hypothesis - a suggestion that tries to explain something, based on evidence
I think this………..because………………………..
I know this, so I think ………………….
This will happen because…………………………

The Language of Opinion
I think…………………. because………………
I prefer…………..because………………
My partner thinks……………………….
I agree/disagree because………………………

The Language of Prediction – Predicting
………………same……………………..
………………similar…………………..

How………………………….. Why…………………………..
Where……………………….. When………………………..
What…………………………. After………………………..
Then / As a result of / Later / because ……………………………

The Language of Explaining in a Mathematics context
If you………then…………………..
First……………….. After that……………………..
I know………………….because……………………
…….and……. are alike in that……………………. /
………and…….are similar because…………
………….is…………..but………..is……………… /
……..is………while………is…………..
When……………, / If……………….., So …………………..

The Language of Hypothesis - a suggestion that tries to explain something, based on evidence
Because I know that……………………I know that…………………
Due to this……………..I know that…………………………………

The Language of Opinion
I agree/disagree because………………..
I appreciate/understand………………..'s opinion because/as/due to…………………….
However I feel…………..because/as/due to…………………
My opinion/view is………………..because/as/due to………………
I believe……….because………………………..
What is your opinion……………….How do you feel………Why do you feel……………

The Language of Prediction – Predicting
I predict that…because……..
however/meanwhile/therefore/also…………
I predict that………………..after……………….
I predict that…………as a result of………………
This is probable because…………..

	……………….different………………… I think…….because………………………………….. I predict that……………….because………………. I think they will be alike because they are both…………………… **The Language of Retelling – Events and story telling** My partner said……………………… First, Next, Then, After that, Finally… At last …. Suddenly ….. 'What happened next?' 'What did…?' **The Language of Sequencing** First………………….. (First put the hat on) Next…………………. After that…………… Finally……………….. Last of all……………	……….and………are different in that………….therefore as a result……………. After…………..I predict that…………….. The outcome will be……………..because…………… *What do you think?* *How did you come to that prediction?* **The Language of Retelling – Events and story telling** Once upon a time……….. Once there was……………………. As a result of…………………….. Meanwhile………….. I remember that……….. Then this happened…………….. Later on………. Eventually …….. Unfortunately……….. Luckily……. During………….. Lastly……………………… In the end………………….. To conclude / In conclusion………………………… **The Language of Sequencing** First………..because………………… Next…………..however……………… Then…………..therefore…………….. Finally/Eventually/Lastly…………because…………………

	<u>**Year 4**</u> **The Language of Argument – Agreement and Disagreement** An argument for ….is….. because….. and…. An argument against…. Is….because…..and….. I understand…. That….depending on the content but would argue…. I understand your point of view, however I disagree because…….. **The Language of Comparison – Comparing and Contrasting** ………and………….are both………….. ………and………..are alike in that…… …….and………are similar because… ……..and……have the following points in common: ……………

One similarity between………. and…………….is that……………
Another is………………………………..
A further………………………………….
One difference is………………………
A further difference…………………

The Language of Deduction –Making an assumption based on prior knowledge
In conclusion, I would say that……… due to the fact that…….
My results make me think that………… because…………
Having analysed the data, I conclude that……………………

The Language of Description – Describing
It looks / tastes / feels / sounds / smells like ………………
It appears to be…….because………..
It seems to be like…...because……….
I think it looks like……because……….
It reminds me of………because………
Why? How? What? Tell Me About…

The Language of Evaluation –Evaluative Talk
I enjoyed………because………………
……………..was successful / ambitious because……………………..
You could improve this work by………
Maybe you could try……………
Next time I / you could / would………

The Language of Explanation
How…………………………….. Why…………………………..
Where………………………... When…………………………
What………………………….. After…………………………..
Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because

The Language of Explaining in a Mathematics context
We know that………. so/because………….. / It can't be…………… so/because………
So it must be…………so/because…… / I agree/disagree with you because…….
A major difference between………….and……is that………….

Some ways in which………… and……differ are…………..
……………., So…………………….. / …………… As a result, …

The Language of Hypothesis - a suggestion that tries to explain something, based on evidence
Because I know that ice melts, I know that……………………………
Maybe it's because …………
Due to the fact that…………I know that……………will happen

The Language of Opinion
I agree/I disagree because……………
I appreciate ….'s opinion because………. Due to………
However I think differently because……………………
Most reasonable people would agree that…….because…………….
What is your opinion on the issue of bullying?
How would you feel if you were being bullied/in that situation?

The Language of Prediction – Predicting
………………same……………………..
I predict that…… because…… however……
Due to the fact that……………… (extension of because)
As a result of……………………..this will happen because………………
All events lead on to………….. because……………
Because………..and………………are similar, I predict that………………will happen.
The outcome will be…………due to…
Based on………….I predict that……………………
After hearing all the evidence, I think that……….. will happen

The Language of Retelling – Events and story telling
In the beginning…………………………
Subsequently……………………….. (time connectives)
On the other side of the forest…….
Back at home ……….
I remember that…………….
With hindsight…………………..
Reflecting upon……………………
In the event that………………………

Lastly….. In the end………………………..
To conclude / In conclusion / To sum up……

The Language of Sequencing
Firstly…………..because/however/
therefore/after a while/meanwhile/ in addition……………
Next……………………. Then………………….. Finally/Eventually/Lastly…………………
In conclusion………………………………

Reading

Accuracy	Year 2	Year 3
	Applies their growing knowledge of root words , prefixes and suffixes both to read about and to understand the meaning of new words that they meet. Self corrects inaccurate word reading . Reads common exception words for year 2 noting unusual correspondence between spelling and sound. Reading books at white level.	Applies their growing knowledge of root words , prefixes and suffixes both to read about and to understand the meaning of new words that they meet. Self corrects when a sentence doesn't make sense, discussing their understanding and explaining meaning of words in context. Knows how to decode words using phonics skills Read Y3 word list

Year 4
- Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Self corrects when sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context.
- Knows how to decode new words using phonics skills. Can read all of their year groups word lists.

Fluency, Prosody, Performance		
	Learns simple poems and rhymes performing some by heart. Reads at a steady pace , above 90 words per minute Changes volume/intonation for punctuation. Beginning to show awareness of how character voice sounds different to other text.	Reads poems and playscripts aloud, showing understanding through intonation, tone, volume, and action: learning some poetry by heart. Reads at least 120 words per minute by year 4. Matches pace of reading based on clues within text e.g. slows down when building suspense. Begins to apply emotive expression through change of tone and volume Adapts voice to reflect personalities of different character types.

	Year 4 • Reads poems and playscripts aloud showing understanding through intonation, tone, volume and action; learning some poetry by heart. • Reads at least a 120 words per minute by year 4. Matches pace of reading based on clues within text, e.g. slows down when building suspense. Begins to apply emotive expression through change of volume and tone. Adapts voice to reflect personalities of different character types.	
Understanding and Comprehending	Discusses and clarifies the meaning of words linking new meanings to known vocabulary. Identifies the words in a text that make specific contribution to meaning. Discusses the sequence of events in books and how items of information are related Locates relevant information. Answers simple questions verbally and in writing. Summarises events in a paragraph in fiction and non-fiction texts. Can give opinions about characters feeling Make inferences about characters' actions and speech.	Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. Able to use different sorts of dictionaries to support learning vocabulary. Identifies how language contributes to meaning. Identifies main ideas drawn from more than one paragraph and summarising these. Locates relevant information. Answers simple questions. Uses evidence to answer. Summarises events/main ideas in a paragraph in fiction and non-fiction texts. Understands characters' thoughts and feelings. Can give reasons for characters' actions. Can give reasons and motives for characters' actions.
	Year 4 • Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. Able to use different sorts of dictionaries to support learning vocabulary. • Identifies how language contributes to meaning. • Identifies main ideas drawn from more than one paragraph and summarises. • Locates relevant information. • Answers simple questions. Uses evidence to answer. • Summarises events/main ideas in a paragraph in fiction and non-fiction texts. • Understands characters thoughts and feelings • Can give reasons and motives for characters' actions.	

Thinking about what has been read	Uses indexes and contents pages to find information from non-fiction texts. Predicts what might happen on the basis of what has been read so far. Recognises common features of stories and non-fiction texts. Starts to be able to describe the effect of different words and phrases on them. Discusses favourite parts of text. Links learning to books they have read. Links events in books to own life. Listens to the views of others.	Retrieves and records information from non-fiction Predicts what might happen from details stated and implied. Comments on features of stories/non-fiction text. Starts to discuss some words and phrases that capture the reader's interest and imagination. Discusses favourite text types. Compares books, stating preferences. Identifies common character types. Considers the views of others.
	Year 4 • Retrieves and records information from non-fiction. • Predicts future events based on other stories. • Comments on structure of whole texts. • Discusses words and phrases that captures the reader's interest and imagination. • Discusses favourite text type providing reasons. • Makes connections between books, evens and characters. • Makes connections between book themes. • Responds to the views of others.	