

| Year 3 and 4 Reading | Word Reading | Comprehension |
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| Pupils should be taught to: | <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |
| Pupils should be taught to: | <ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes |
| Pupils should be taught to: | | <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read |
| Pupils should be taught to: | | <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally |
| Pupils should be taught to: | | <ul style="list-style-type: none"> identifying themes and conventions in a wide range of books |
| Pupils should be taught to: | | <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action |
| Pupils should be taught to: | | <ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination |
| Pupils should be taught to: | | <ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry] |
| Pupils should be taught to: | | <ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |
| Pupils should be taught to: | | <ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> asking questions to improve their understanding of a text |
| Pupils should be taught to: | | <ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Pupils should be taught to: | | <ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> predicting what might happen from details stated and implied |
| Pupils should be taught to: | | <ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these |
| Pupils should be taught to: | | <ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning |
| Pupils should be taught to: | | <ul style="list-style-type: none"> retrieve and record information from non-fiction |
| Pupils should be taught to: | | <ul style="list-style-type: none"> participate in discussion about books that are read to them, taking turns and listening to what others say. |
| | | <ul style="list-style-type: none"> participate in discussion about books that they can read for themselves, taking turns and listening to what others say. |

| Year 3 and 4 Writing | Transcription | Handwriting | Composition | Writing – vocabulary, grammar and punctuation |
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| Pupils should be taught to: | Spelling (see English Appendix 1) <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) | <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |
| Pupils should be taught to: | Spelling (see English Appendix 1) <ul style="list-style-type: none"> spell further homophones | <ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting [for example, 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]. | <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing and recording ideas | <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense |
| Pupils should be taught to: | Spelling (see English Appendix 1) <ul style="list-style-type: none"> spell words that are often misspelt (English Appendix 1) | | <ul style="list-style-type: none"> draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) | <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| Pupils should be taught to: | Spelling (see English Appendix 1) <ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] | | <ul style="list-style-type: none"> draft and write by: <ul style="list-style-type: none"> organising paragraphs around a theme | <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause |
| Pupils should be taught to: | <ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary | | <ul style="list-style-type: none"> in narratives, creating settings, characters and plot | <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> using fronted adverbials |
| Pupils should be taught to: | <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"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] | <ul style="list-style-type: none"> indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials |
| Pupils should be taught to: | | | <ul style="list-style-type: none"> evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements | <ul style="list-style-type: none"> indicate grammatical and other features by: <ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns |
| Pupils should be taught to: | | | <ul style="list-style-type: none"> evaluate and edit by: <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | <ul style="list-style-type: none"> indicate grammatical and other features by: <ul style="list-style-type: none"> using and punctuating direct speech |
| Pupils should be taught to: | | | <ul style="list-style-type: none"> proof-read for spelling and punctuation errors | <ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |
| Pupils should be taught to: | | | <ul style="list-style-type: none"> read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |

| Year 3 Maths | Number and place value | Addition and Subtraction | Multiplication and Division | Fractions | Measurement | Geometry Properties of Shapes | Statistics |
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| Pupils should be taught to: | <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; solve number problems and practical problems involving these ideas. | <ul style="list-style-type: none"> add numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds | <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3s, (multiplication table) | <ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 solve problems that involve this | <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables |
| Pupils should be taught to: | <ul style="list-style-type: none"> find 10 or 100 more or less than a given number solve number problems and practical problems involving these ideas. | <ul style="list-style-type: none"> subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds | <ul style="list-style-type: none"> recall and use multiplication and division facts for the 4s (multiplication table) | <ul style="list-style-type: none"> recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators solve problems that involve this | <ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes | <ul style="list-style-type: none"> recognise angles as a property of shape or a description of a turn | <ul style="list-style-type: none"> solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. |
| Pupils should be taught to: | <ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 solve number problems and practical problems involving these ideas. | <ul style="list-style-type: none"> add numbers with up to three digits, using formal written methods of columnar addition | <ul style="list-style-type: none"> recall and use multiplication and division facts for the 8s (multiplication tables) | <ul style="list-style-type: none"> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators solve problems that involve this | <ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts | <ul style="list-style-type: none"> identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle | |
| Pupils should be taught to: | <ul style="list-style-type: none"> identify, represent and estimate numbers using different representations solve number problems and practical problems involving these ideas. | <ul style="list-style-type: none"> subtract numbers with up to three digits, using formal written methods of columnar subtraction | <ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know | <ul style="list-style-type: none"> recognise and show, using diagrams, equivalent fractions with small denominators solve problems that involve this | <ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | <ul style="list-style-type: none"> identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | |
| Pupils should be taught to: | <ul style="list-style-type: none"> read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. | <ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers | <ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods | <ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] solve problems that involve this | <ul style="list-style-type: none"> estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight | | |
| Pupils should be taught to: | | <ul style="list-style-type: none"> solve problems, using number facts and place value solve missing number problems, using number facts and place value | <ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods | <ul style="list-style-type: none"> compare and order unit fractions, and fractions with the same denominators solve problems that involve this | <ul style="list-style-type: none"> know the number of seconds in a minute and the number of days in each month, year and leap year | | |
| Pupils should be taught to: | | <ul style="list-style-type: none"> solve problems, using more complex addition solve missing number problems, using more complex addition | <ul style="list-style-type: none"> solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | | <ul style="list-style-type: none"> compare durations of events [for example to calculate the time taken by particular events or tasks]. | | |
| Pupils should be taught to: | | <ul style="list-style-type: none"> solve problems, using more complex subtraction. solve missing number problems, using more complex subtraction. | | | | | |

