LEARNING LIGHTHOUSE
Rooted in TRADITION, Built for TODAY.

ENGLISH

Lower Key Stage 2 · Years 3–4 · Ages 7–9

ENGLISH NATIONAL CURRICULUM | TWO-YEAR ROLLING PROGRAMME

At Learning Lighthouse, English for Years 3–4 develops fluent, thoughtful readers and confident speakers. Live lessons focus on reading, vocabulary and comprehension alongside spelling, grammar and punctuation. Children explore a varied selection of fiction, poetry, plays and non-fiction through shared reading, discussion, interactive word activities and brief collaborative sentence editing.

Our English curriculum

Two distinct rolling years provide 76 lessons each across Autumn (28), Spring (24) and Summer (24). On Tuesdays, children read and discuss literature and non-fiction; on Thursdays they investigate spelling, grammar and punctuation. Both rolling years revisit the essential skills at an appropriate level for Years 3 and 4.

Rolling Year A

AUTUMN TERM | Stories, Characters and Language

Pupils explore narrative openings, settings, characters and traditional stories. Through shared reading and discussion, they practise retrieving evidence, making predictions, drawing inferences, recognising themes and summarising events. Language lessons develop sentence accuracy, noun phrases, conjunctions, adverbials, prefixes, homophones, pronouns and the punctuation of direct speech.

Learning objectives: Read and discuss stories with growing fluency; retrieve and explain details; infer motives and feelings; justify predictions; summarise events; recognise story themes; and apply taught spelling patterns, grammatical structures and speech punctuation.

SPRING TERM | Myths, Legends, Poetry and Word Study

Children encounter myths and legends, comparing heroes, challenges, settings and consequences. They study poetry through rhythm, rhyme, imagery and performance. Thursday lessons investigate root words and suffixes, prepositions, verb tenses, subordinate clauses, fronted adverbials, commas and possessive apostrophes.

Learning objectives: Compare traditional narratives; explain poetic language and perform poems expressively; explore word families; distinguish verb forms; recognise clauses and adverbials; and identify correct comma and apostrophe use.

SUMMER TERM | Non-fiction, Information and Reading Across Texts

Pupils read explanation and information texts, using headings, captions, diagrams, dictionaries and scanning techniques to locate facts. They compare information across paragraphs and texts and explain authors' choices. Spelling and grammar focus on prefixes, plural possession, conjunctions expressing time and cause, tense consistency, Standard English and key Year 3–4 spellings.

Learning objectives: Retrieve and summarise factual information; use reference aids; compare fiction and non-fiction; explain vocabulary and purpose; and apply Lower Key Stage 2 spelling, tense and punctuation conventions.

Rolling Year B

AUTUMN TERM | Adventure, Mystery and Reading for Evidence

Adventure and mystery extracts encourage pupils to locate evidence, distinguish fact from inference, interpret suspense and viewpoint, and justify predictions. On Thursdays, interactive challenges revisit sentence accuracy while extending understanding of prefixes, adverbials, conjunctions, commas, direct speech, homophones, pronouns and paragraph organisation.

Learning objectives: Read engaging narratives with confidence; support interpretations with textual clues; explain motives and suspense; distinguish stated information from assumptions; and apply accurate spelling, grammar and punctuation.

SPRING TERM | Folktales, Performance and Language Choices

Children compare folktales and fables, explain morals and themes, and explore character development. Plays and poetry offer opportunities for expressive reading, performance and discussion of imagery and language choices. Spelling and grammar address roots and suffixes, expanded noun phrases, possession, tense, Standard English, prepositions and subordinate clauses.

Learning objectives: Identify themes and messages; compare traditional stories and literary forms; perform dialogue and verse; explain word choices; and recognise and correct taught grammatical structures and spelling conventions.

SUMMER TERM | Non-fiction, Research and Critical Reading

Pupils explore biographies, persuasive writing and reference texts. They practise identifying main ideas, distinguishing fact from opinion, comparing sources and evaluating evidence. Thursday activities strengthen dictionary skills, technical spelling patterns, prefixes, paragraphs, punctuation, word formation and Year 3–4 statutory spellings.

Learning objectives: Locate and synthesise key information; explain text purpose and vocabulary; compare evidence across sources; distinguish fact from opinion; summarise paragraphs; and consolidate spelling, sentence structure and punctuation.

Our approach to teaching English

Our two-year rolling programme allows pupils to join either Rolling Year A or B and then progress through the other year without repeating the same text themes or lesson sequence. Every Tuesday focuses on reading, vocabulary and comprehension; every Thursday develops spelling, grammar and punctuation. Year 3 and Year 4 pupils share lesson themes with differentiated texts, questions and tasks. There is no compulsory homework or extended silent writing. This focused online provision supports selected English National Curriculum objectives; handwriting, extended writing composition and any additional reading or spelling practice needed take place beyond these two weekly classes.