

### Pupils in Year 3 should be taught to:

#### Reading:

##### **Develop positive attitudes to reading and 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
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- 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 (*e.g. free verse, narrative poetry etc*)

##### **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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

##### **Retrieve and record information from non-fiction**

##### **Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

#### Reading assessment evidence in Year 3 should focus on:

Different forms of poetry; stories; plays; non-fiction; fantasy stories; reference books or textbooks; use of dictionaries; whole books; library use; drama and multi-modal text. In addition to this, pupils should be provided with opportunities to:

- develop positive attitudes to reading
- develop wider breadth and depth in their own reading
- read silently
- decode accurately and fluently at age-appropriate level
- develop fluency, expression and enjoyment of reading
- justify their views about what they have read independently
- improve comprehension through high-quality discussion with the teacher and each other
- develop their knowledge and skills in reading non-fiction from a wider range of subjects
- take part in effective discussion more independently
- broaden their vocabulary

### Writing:

#### In Spelling:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

#### In Handwriting:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

#### In Composition:

*Plan their writing by:*

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

*Draft and write by:*

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

*Evaluate and edit by:*

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### In Vocabulary, Grammar and Punctuation:

*Develop their understanding of key concepts by:*

- 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
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Year 3

*Indicate grammatical and other features by:*

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

**Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading**

**Continue to develop independent spelling by:**

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

**Develop their understanding of key concepts (set out in English Appendix 2 table below) by:**

- 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
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Year 3 (set out in the English Appendix 2 table below)

**Indicate grammatical and other features by:**

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

**English - Appendix 2: Vocabulary, grammar and punctuation**

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<b>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</b> <b>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</b> <b>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</b>
<b>Sentence</b>	<b>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</b>
<b>Text</b>	<b>Introduction to paragraphs as a way to group related material</b> <b>Headings and sub-headings to aid presentation</b> <b>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</b>
<b>Punctuation</b>	<b>Introduction to inverted commas to punctuate direct speech</b>
<b>Terminology for pupils</b>	<b>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</b>

## English Curriculum Overview – Year 3

Text	<p><b>Rabbit and Bear</b> <i>Julian Gough and Jim Field</i></p>  <p>Animal Fiction</p>	<p><b>Anisha Accidental Detective</b> <i>Serena Patel</i></p>  <p>Mystery</p>	<p><b>The Iron Man</b> <i>Ted Hughes</i></p>  <p>Science Fiction/ Fantasy Fiction</p>	<p><b>The BFG</b> <i>Roald Dahl</i></p>  <p>Fantasy Fiction</p>	<p><b>Crazy Mayonnaisy Mum</b> <i>Julia Donaldson</i></p>  <p>Diverse Poetry</p>
Reading	<ul style="list-style-type: none"> <li>Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events.</li> <li>Identify author viewpoint with reference to text.</li> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and attempt to predict from details implied</li> <li>Explore how different views might be expressed/explained/justified</li> </ul>	<ul style="list-style-type: none"> <li>Identify with characters and make links with own experience when making judgements about their actions.</li> <li>Identify with characters and make links with own experience when making judgements about their actions.</li> <li>Infer characters' feelings, thoughts and motives from their actions e.g. "He wasn't happy there – that's why he ran away."</li> <li>Identify features that writers use to provoke readers' reactions e.g. descriptive and emotive language.</li> <li>Through reading explore how different views might be expressed and explained</li> <li>Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features that writers use to provoke readers' reactions e.g. descriptive and emotive language.</li> <li>Understand how writers use figurative and expressive language to create images and atmosphere.</li> <li>Identify author viewpoint with reference to text e.g. "The writer wants us to be afraid of him by saying he has a scar across his face."</li> <li>Express personal responses to non-fiction</li> <li>Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling convention</li> <li>Be able to locate key information for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and/or ideas Explore how different views might be expressed/explained/justified</li> <li>Identify the main ideas from more than one paragraph</li> <li>Comment on the effect of scene changes, e.g. moving from a safe to a dangerous place to build tension.</li> <li>Identify the range of conjunctions used to link events and change scenes. Read and follow increasingly complex instructions</li> <li>Read and compare examples of instructional texts, evaluating their effectiveness</li> <li>Be able to locate key information for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Express personal responses to fiction or poetry</li> <li>Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions</li> <li>Understand how language in different texts or poems appeals to readers.</li> <li>Identify features that writers or poets use to provoke readers' reactions e.g. descriptive and emotive language.</li> <li>Understand how writers use figurative and expressive language to create images and atmosphere.</li> <li>Discuss how language is used to create emphasis, humour, atmosphere or suspense</li> </ul>
Writing	<ul style="list-style-type: none"> <li><b>Narrative</b> – Write a character description of Bear based on information and events from the text.</li> <li><b>Balanced Argument</b> - Write a balanced argument about whether Rabbit should steal Bear's food.</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative</b> – Write part of the story from a character's viewpoint in role. Include direct speech.</li> <li><b>Explanation</b> - Write an explanation about how to create 'mehndi' hands. Include time connectives to structure the text and chronological order.</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative</b> – A recount of when the Iron Man fell from the cliff.</li> <li><b>Report</b> – Write a newspaper report about a possible sighting of the Iron Man.</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative</b> - Write a retelling of an aspect of the story when the other giants played pranks on the B.F.G.</li> <li><b>Instructions</b> - Write instructions for how to trap the other giants in the story. Include imperative verbs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Narrative</b> – Retell the content of a poem in the form of a story. Develop the characters and the setting.</li> <li><b>Poetry</b> - Write a poem in the style of Julia Donaldson. Include rhyming couplets and descriptive vocabulary.</li> </ul>
Grammar & Punctuation	<ul style="list-style-type: none"> <li>Extend sentences using a wide range of conjunctions, e.g. when, because, although</li> <li>Identify words in past and present tense</li> <li>Use nouns or pronouns appropriately for clarity and cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to express time and cause</li> <li>Use adverbs to express time and cause</li> <li>Use prepositions to express time and cause</li> <li>Use fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Use commas after fronted adverbials</li> <li>Use apostrophes to show possession</li> <li>Use speech punctuation correctly</li> <li>Use paragraphs to group related materials</li> </ul>	<ul style="list-style-type: none"> <li>Use the present perfect form of verbs instead of simple past tense</li> <li>Use inverted commas to punctuate direct speech</li> <li>Identify a phrase</li> <li>Identify different sentence types, e.g. statement, question</li> </ul>	<ul style="list-style-type: none"> <li>Identify different sentence types e.g. exclamation, command</li> <li>Use the present perfect form of verbs.</li> <li>Use the present perfect form of verbs instead of simple past tense</li> </ul>
Spelling	<ul style="list-style-type: none"> <li><b>Prefixes:</b> 'dis' and 'in' e.g. dislike, invisible etc.</li> <li><b>Prefixes:</b> 'im' e.g. impossible, immediately etc.</li> <li><b>Suffixes:</b> 'ous' e.g. cautious, famous, dangerous etc.</li> <li><b>Suffixes:</b> 'ly' e.g. gently, simply, suddenly etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Suffixes:</b> 'ture' e.g. adventure, mixture, picture etc.</li> <li><b>Homophones:</b> Words with the same sound but different spelling/meaning e.g. where/wear etc.</li> <li><b>Suffixes:</b> 'ation' e.g. temptation, cancellation etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>'c' sound:</b> Words containing 'c' sound spelt 'ch' e.g. chemist, school etc.</li> <li><b>'sh' sound:</b> Words containing 'c' sound spelt 'ch' e.g. chef, charade etc.</li> <li><b>Short 'i' sound:</b> Words containing 'i' sound spelt 'y' e.g. syllable, mystery etc.</li> <li><b>Suffixes:</b> 'ion' e.g. correction, collection, location etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Suffixes:</b> 'ian' e.g. politician, magician, electrician etc.</li> <li><b>Prefixes:</b> 're' e.g. replay, rewind, refresh, rewrite etc.</li> <li><b>Homophones:</b> Words with the same sound but different spelling/meaning e.g. whether/weather etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Prefixes:</b> 'anti' e.g. antifreeze, antisocial, anticlockwise etc.</li> <li><b>Prefixes:</b> 'super' e.g. supermarket, superstar, supersonic etc.</li> <li><b>Prefixes:</b> 'sub' e.g. subway, submarine, subheading etc.</li> </ul>