

## English Curriculum - Year Three - Yearly Overview

Word Structure and Spelling	Text Structure	Sentence Structure
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Consolidation of phase 6 strategies.</li> <li>Y as /l/ not at the end of a word</li> <li>ei / eigh / ey <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>'u' as ou e.g. tough <i>young, touch, double, trouble, country</i></li> <li>Word endings: -sure –ture <i>The ending sounding like /ʒə/ is always spelt –sure.</i> <i>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending, e.g. teacher, catcher, richer, stretcher.</i> <i>Suffix: -ly (to form adverbs)</i></li> <li>Revision of contractions</li> <li>Possessive apostrophe <i>The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).</i></li> <li>Formation of <b>nouns</b> using a range of common <b>prefixes</b>, such as <i>-dis, -mis -un, super-, anti- &amp; auto-</i>, <i>Most prefixes are added to the beginning of root words without any changes in spelling, but see in–below.</i> <i>Like un–, the prefixes dis– and mis– have negative meanings.</i> <i>super– means ‘above’.</i> <i>anti– means ‘against’.</i> <i>auto– means ‘self’ or ‘own’.</i></li> <li>Introduce collective nouns (army, flock, crowd)</li> <li>Homophones &amp; near homophones <i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s</i></li> <li>Spelling of words from years 3 &amp; 4 word list – See school spelling folder and guidance</li> </ul>	<p><b>Pupils should be taught to:</b> Write in a range of styles and formats.</p> <p>Consistent use of headings and sub-headings to aid presentation.</p> <p>Consistent use of paragraphs as a way to group related material.</p> <p>Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p>	<p><b>Talking into Writing</b></p> <p><b>Pupils should be taught to:</b></p> <p>Expressing time and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, because</i>), <b>adverbs</b> (e.g. <i>then, next, soon, so</i>), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i>).</p> <p>Fronted adverbials (During the afternoon, In the morning, Last thing at night, Cautiously, she...)</p> <p>Consistently use subordination.</p> <p>Introduce the term main &amp; subordinate clause.</p> <p>Introduce the term synonym.</p> <p>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; We went instead of we gone; are instead of is or am).</p> <p>Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p>
	<p><b>Punctuation</b></p>	
	<p><b>Pupils should be taught to:</b> Use of inverted commas to <b>punctuate</b> direct speech.</p> <p>Consistent use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Introduce the term inverted commas to refer to <b>speech marks</b> to punctuate direct speech.</p> <p><b>Bullet points</b> to list information</p>	

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Handwriting	Composition
<p>Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes that are used to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. ensure 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.</p> <p>Consolidate the school handwriting mantras for each group of letters:</p> <ul style="list-style-type: none"> <li>- Rocking Round letters (a,c,d,e,f,g,o,q,s)</li> <li>- Bridge Letters (b, h, k, m, n, p, r)</li> <li>- Climb and Slide letters (l, j, i, t, u, y)</li> <li>- Diagonal letters (v, w, x, z)</li> </ul> <p>See the school Handwriting policy, guidelines and mantras document.</p>	<p><b>Pupils should be taught:</b></p> <p><b>To plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, retelling some of these orally.</li> <li>• preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action.</li> <li>• discussing writing, similar to that which they are planning, in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>Empathise with characters and debate moral dilemmas portrayed in texts.</b></p> <p><b>Identify features that writers use to provoke readers' reactions.</b></p> <p><b>Make notes from a variety of sources then expand for use in subsequent writing.</b></p> <p><b>Include subject specific, technical and descriptive vocabulary appropriate to the purpose of text type.</b></p> <p><b>To present a point of view in writing.</b></p> <p><b>Pupils should continue to use descriptive language such as alliteration, similes using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.</b></p> <ul style="list-style-type: none"> <li>• Include more developed story language eg In a land far away, One cold but bright morning, Later that day, To his amazement, As soon as, Luckily.</li> <li>• Drawing from oral retelling drop in relative clause: who, which, whose eg Sam, who was lost, sat down and cried. The boy, whose name is George, thinks he is very brave. The Fire of London, which started in Pudding Lane, spread quickly.</li> <li>• Use a variety of sentence openers including –ing, -ly, -ed and adverbial phrases (fronted adverbials) eg A few days ago, In a strange way, At the back of the room...</li> <li>• Sentence of three for description eg The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water</li> <li>• Paragraphs to organise ideas into each story part.</li> </ul> <p><b>To learn the conventions of different types of writing eg the greetings in letters, a diary written in the first person, use of presentational devices such as headings and numbering in instructions.</b></p> <p><b>Write for different audiences:</b></p> <p>Instructions (rules, recipes, directions), Explanations (Life Cycles, how something works), Non-chronological (leaflets, information texts), Recount (newspaper report/diaries, police report), Persuasive (adverts, letters, leaflets), To create alphabetically ordered texts (eg glossary, index and dictionaries)</p> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul>

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Speaking & Listening	Word Reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• give and explain answers, thoughts and opinions using relevant detail</li> <li>• give descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and responding to topics.</li> <li>• use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English and use appropriate intonation.</li> <li>• participate in discussions, presentations, performances, role play, improvisations.</li> <li>• gain and maintain and monitor the interest of the listener(s)</li> <li>• consider different viewpoints</li> </ul>	<p>Pupils should be taught to:</p> <p>Consolidate all GPCs taught within whole class and shared reading</p> <p>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</p> <p>Read words listed for years 3 and 4 plus further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (eg rough, bough, cough)</p> <p>Locate new words and make collections of new words linked to personal interest and topics</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Pupils should be taught to:</p> <p><b><u>Develop positive attitudes to reading and understanding of what they read by:</u></b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> </ul> <p><b><u>Understand what they read, in books they can read independently, by:</u></b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>

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Terminology	Text Type Coverage
<p><b>(Teach the concept then provide the language)</b></p> <p>Word families</p> <p>Prepositions</p> <p>Conjunctions (co-ordinating <i>FANBOYS</i> &amp; subordinating)</p> <p>Adverbial</p> <p>Inverted commas</p> <p>Speech marks</p> <p>Subordinating clause</p> <p>Main clause</p> <p>Synonym</p> <p>Bullet point</p>	<p>Read a range of:</p> <p>Fiction:</p> <p>Myths and Legends (good over evil)</p> <p>Folk tales</p> <p>Stories about imaginary worlds – setting, dialogue</p> <p>Adventure stories with magical devices</p> <p>Plays</p> <p>Non-Fiction:</p> <p>Letters (3<sup>rd</sup> person)</p> <p>Recounts</p> <p>Diaries</p> <p>Non-chronological reports</p> <p>Persuasive writing</p> <p>Poetry:</p> <p>Poetry on a theme - Limericks</p> <p>Traditional poetry with rhyming couplets</p> <p>Performance poetry, raps</p> <p>Traditional poetry (learnt by heart)</p> <p>Shape poetry</p>

**Year 3 – Talking to writing (Think it, say it, write it, check it).**

**This Long Term Plan is a progression across Year 3. Some pupils will be capable of moving onto Year 4 expectations.**

**Teachers need to use the additional guidance in the New National Curriculum document to support them with planning and delivery of the Year 3 curriculum.**