

Ightham Primary School
Year 3 English Curriculum



| Spelling | Vocabulary, Grammar and Punctuation | Composition | Handwriting |
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| <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones use the first two or three letters of a word to check its spelling in a dictionary | <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <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 using the present perfect form of verbs in contrast to the past tense <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> beginning to use direct speech in a simple way use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | <p>plan their writing by:</p> <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 discussing and recording ideas <p>draft and write by:</p> <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) beginning to organise 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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing simple changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors <p>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.</p> | <p>Pupils should be taught to:</p> <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 |
| <p>Word Reading</p> <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. | <p>Reading Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 preparing poems and play scripts to read aloud and to perform, discussing words and phrases that capture the reader's interest and imagination <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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 asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions predicting what might happen from details stated 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. | | |

Spoken language *(taken from the Kent Spoken Language Progression Guidance)*

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate answers and opinions, beginning to be able to justify their response; understand that arguments depend upon point of view
- give structured and appropriate descriptions, explanations and narratives for different purposes; express feelings appropriately
- maintain attention for longer periods of time, being able to participate actively in group conversations; maintain relevant topic during collaborative talk; respond to the comments of others; raise questions in a group
- use spoken language to develop understanding through speculating, imagining and exploring ideas; begin to pose a hypothesis
- speak audibly and fluently, with an increasing command of Standard English
- participate in discussions, presentations and performances; further develop skills in role play and improvisation; begin to understand the process of debate
- gain and maintain the interest of the listener, growing in the ability to monitor the listener's response and begin to make adjustments
- consider different viewpoints; be able to listen to these and build on the contribution of others
- be aware that people use different kinds of speech in different circumstances; grow increasingly able to select and use appropriate registers

Year 3 Appendix (English Curriculum 2014)

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| Word | Formation of nouns using a range of prefixes [for example super-, anti-, auto-] 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] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] |
| Sentence | 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] |
| Text | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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] |
| Punctuation | Introduction to inverted commas to punctuate direct speech |
| Terminology for pupils | preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') |