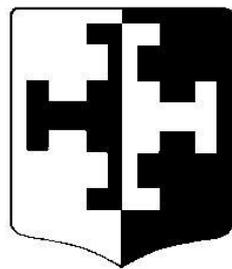


St.Chad's Church of England

Primary School

2016-2017



English – Year 3

Word Reading

As Key Stage 1 and:

- Use knowledge of root words to understand meanings of words
- Use prefixes to understand meanings e.g. *un-*, *dis-*, *-mis-*, *re-*
- Use suffixes to understand meanings e.g. *-ation*, *-ous*
- Read and understand meaning of words on Y3/4 word list – *see appendix*
- Use intonation, tone and volume when reading aloud
- Take note of punctuation when reading aloud

Comprehension

As Key Stage 1 and:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a range of fiction, poetry, plays, non-fiction
- Regularly listening to whole novels read aloud by the teacher
- Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion
- Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*
- Recognising some different forms of poetry e.g. *narrative, free verse*
- Reading books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*
- Using dictionaries to check meanings of words they have read
- Sequencing and discussing the main events in stories
- Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales, Rudyard Kipling Just So Stories*
- Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*
- Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*
- Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action

Understand what they read independently by:

- Discussing their understanding of the text
- Explaining the meaning of unfamiliar words by using the context
- Making predictions based on details stated
- Raising questions during the reading process to deepen understanding e.g. *I wonder why the character ...*
- Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text
- Using point and evidence to structure and justify responses

- Discussing the purpose of paragraphs
- Identifying a key idea in a paragraph

Retrieve and record information from non-fiction

- Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*
- Quickly appraising a text to evaluate usefulness
- Navigating texts in print and on screen

Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say

- Developing and agreeing on rules for effective discussion
- Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*

Writing			
Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As Key stage 1 and:</p> <ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i> • Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i> • Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i> • Use inverted commas to punctuate direct speech (speech marks) • Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open</i> 	<p>As Key stage 1 and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions • Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing • Discussing and recording ideas for planning • Creating and developing settings for narratives • Creating and developing characters for narrative • Creating and developing plots based on a model • Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type • Grouping related material into paragraphs • Using headings and sub headings to 	<p>As Key stage 1 and:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Use the first two 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. • Learn to spell new words correctly and have plenty of practice in spelling them. • Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>) • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>As Key stage 1 and:</p> <ul style="list-style-type: none"> • Form and use the four basic handwriting joins • Write legibly

<p><i>box</i></p> <ul style="list-style-type: none">• Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary• Explore and collect words with prefixes <i>super, anti, auto</i>	<p>organise information</p> <p>Evaluate, and edit by:</p> <ul style="list-style-type: none">• Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing• Discussing and proposing changes with partners and in small groups• Improving writing in the light of evaluation <p>Perform their own compositions by:</p> <ul style="list-style-type: none">• Using appropriate intonation, tone and volume to present their writing to a group or class		
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Spoken Word

Pupils should be taught to:

- 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 and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.