



Year 3 English Curriculum

READING	Word Reading	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1).</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).</p>
	Comprehension	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform playscripts .</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination..</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text.</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads independently by predicting what might happen from details stated..</p>
WRITING	Transcription	<p>Spelling</p> <p>Use the prefixes un-, dis-, mis-, re-, pre-.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited..</p> <p>Use the suffix -ly.</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double..</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>Handwriting</p> <p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that 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>

WRITING	Composition	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Plan his/her writing by discussing and recording ideas within a given structure.</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2).</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material.</p> <p>Draft and write in narratives, creating settings, characters and plot.</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, ad verbs and prepositions.</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.</p> <p>Read his/her 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.</p>
	Vocabulary, Grammar and Punctuation	<p>Form nouns using a range of prefixes e.g. super-, anti-, auto-.</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').</p>