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|  | **English – Year 3** |
| Reading – Word Reading | * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meet
* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
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| Reading – Comprehension | * 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 [for example, free verse, narrative poetry]
* 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.
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| Writing – Transcription | Spelling (see [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling))* use further prefixes and suffixes and understand how to add them (English Appendix 1)
* spell further homophones
* spell words that are often misspelt (English Appendix 1)
* 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 two or three 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.
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| 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 unjoined
* increase the legibility, consistency and quality of their handwriting [for example, by ensuring 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].
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| Writing – 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](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary))
* 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
* proof-read for spelling and punctuation errors
* 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.
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| Writing – Vocabulary, Grammar and Punctuation | * develop their understanding of the concepts set out in [[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) 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 years 3 and 4 in English Appendix 2
* 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 in English Appendix 2 accurately and appropriately when discussing their writing and reading.
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Programme of study and appendices can be found at: https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study