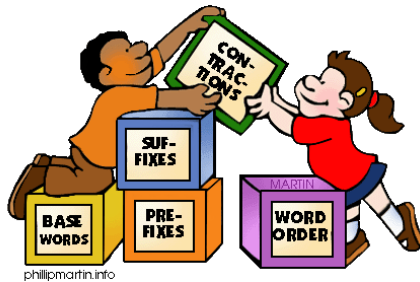


Year 3

English

Spelling is
~~diffecolt~~
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hard.



Reading

Word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Spelling objectives (Also [English Appendix 1](#) in full N.C.), 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.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

Comprehension

Statutory requirements

Pupils should be taught to:

- 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 [*They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.)*]
 - reading for a range of purposes [including for pleasure, or to find out information and the meaning of new words]
 - 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 [*triumph of good over evil or the use of magical devices in fairy stories and folk tales.*]

Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action [*Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.*]
- 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 [*Pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.*]
- 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. [*Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.*]

Writing

Year 3: Detail of content to be introduced (statutory requirement)		Support material
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>]	SfS Year 2 Term 3 (i) SfS Year 3 Term 3 (ii) Y23 Year 3 Term 1 Unit 4 and 5 Y23 Year 3 Term 2 Unit 5 Y23 Year 3 Term 3 Unit 3 and 4 SpB Year 3 Term 3 Obj 9 and 10 SpB Year 4 Term 2 Obj7 SfS Year 4 Term 3 (ii) SfS Year 5 Term 2 (ii)
	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]	EEBi Y2 Unit 3 Determiners
	Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]	SpB Year 4 Term 3 Obj7
	<i>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually</i>	GfW Y4 Unit 23 Adverbs
Sentence	Expressing time, place and cause using 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]	EEBi Y3 Unit 5 Prepositions EEBi Y3 Unit 6 Determiners GfW Y3 Unit 17 joining sentences in more complex ways GfW Y3 Unit 18 (p68) Words and phrases that signal time sequence EEBi Y4 Unit 8 Adverbs GfW Y4 Unit 23 (p80) Adverbs EEBi Y5 Unit 10 Adverbials GfW Y5 Unit 42 (p120) Prepositions GfW Y6 Unit 46 (p130) Connecting words and phrases – classifying e.g. by position, sequence, logic. Identify connectives that have multiple purposes.
	Identify, select, generate and effectively use	EEBi Y3 Unit 5 Prepositions

	prepositions for where e.g. above, below, beneath, within, outside, beyond	GfW Y5 Unit 42 (p120) Prepositions
	Investigate word order in sentences in order to create different effects	GfW Y4 Unit 28 changing word order GfW Y4 Unit 31 changing statements to questions etc
	Extending the range of sentences with more than one clause by using a wider range of conjunctions including, when, if, because, although.	GfW Y3 Unit 17 joining sentences in more complex ways GfW Y3 Unit 19 Subordinate clauses GfW Y4 Unit 28 main and subordinate clauses
Text	Introduction to paragraphs as a way to group related material	GfW Y3 Unit 8 paragraphs in narrative GfW Y3 Unit 9 paragraphs in non-chronological reports GfW Y4 Unit 29 sequencing information
	Headings and sub-headings to aid presentation	GfW Y3 Unit 5 devices for presenting text
	Use of the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] <i>Use perfect form of verbs using have and had to indicate a completed action e.g. 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>	EEBi Year 3 Unit 9 Phrasal verbs GfW Y3 Unit 1 (p34) Identification and function of verbs. GfW Y3 Unit 2 (p36) Verb tenses. GfW Y3 Unit 14 use of verbs in different text types GfW Y4 Unit 22 (p78) Powerful verbs GfW Y5 Unit 37 Agreement of verbs
Punctuation	<i>Introduction to inverted commas to punctuate direct speech</i>	<i>DEW Y2 Unit E Sentences GfW Y3 Unit 4 (p40) Speech marks GfW Y3 Unit 16 (p64) Dialogue punctuation</i>
Terminology	• Use and understand the following grammatical terminology accurately and	

for pupils	<p>appropriately when discussing their writing and reading.</p> <p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>
Alan Peat sentences	<p>Verb, person sentences</p> <p>If, if , if, then sentences</p> <p>Double adverb ending sentences</p> <p>Paired Conjunctions sentences</p> <p>Adverb from adjective sentences</p> <p>Description, which + simile sentences</p> <p>As ____, __ly sentences</p>

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Writing – Transcription

Statutory requirements
<ul style="list-style-type: none"> ▪ 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.

Writing Composition

Statutory requirements

Pupils should be taught to:

- 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 (refer to writing table above which is also [English Appendix 2](#) in N.C.)
 - 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.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Handwriting

Statutory requirements

Pupils should be taught to:

- 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].
- use joined handwriting throughout their independent writing.

Spelling

Content from Appendix 1: Spelling Year 3	Read Write Inc. Spelling	Example words (Non-statutory)
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter y	myth, gym, Egypt, pyramid, mystery
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and in- Year 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix re- Year 3 Unit 12 (anti-) Adding the prefix anti- Year 3 Unit 13 (super-) Adding the prefix super- Year 3 Unit 14 (sub-) Adding the prefix sub-	dis- ,disappoint, disagree, disobey in- : inactive, incorrect im- : immature, immortal, impossible, impatient, imperfect re- : redo, refresh, return, reappear, redecorate anti- : antiseptic, anticlockwise, antisocial super- : supermarket, superman, superstar sub- : subdivide, subheading, submarine, submerge
The suffix –ation	Year 3 Unit 6 Adding -ation to verbs to form nouns	information, adoration, sensation, preparation, admiration
The suffix –ly	Year 3 Unit 4 Adding the suffix -ly (to adjectives to form adverbs)	

Words with endings sounding like /tʃə/	Year 3 Unit 5 Words ending in – ture	creature, furniture, picture, nature, adventure
The suffix –ous	Year 3 Unit 3 Adding the suffix – ous	poisonous, dangerous, mountainous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Year 3 Unit 9 Adding the suffix – ion (to root words ending in t or te) Year 3 Unit 10 Adding the suffix -ian (to root words ending in c or cs)	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the c sound spelt ch	scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the sh sound spelt ch	chef, chalet, machine, brochure
Homophones and near- homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones	
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words,</i> <i>Dictation</i> and <i>Words to log and</i> <i>learn.</i>	

Suggested Word list for year 3 (words in bold can be learnt within the objectives above)

accident(ally)	early	length	quarter
actual(ly)	earth	library	question
address	eight/eighth	minute	reign
answer	enough	naughty	sentence
arrive	February	notice	strange
believe	forward(s)	occasion(ally)	thought
bicycle	fruit	often	through
centre	heard	perhaps	weight
century	heart	popular	woman/women
circle	height	potatoes	
decide	history	promise	
describe	learn	purpose	

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**

Spoken Language

Statutory requirements

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.

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to

Notes and guidance (non-statutory)

improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Key Skills in Speaking and Listening

Year Group	Speaking	Listening	Group Discussion and Interaction	Drama
Year 3	<ul style="list-style-type: none">• Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds• Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively• Sustain conversation, explain or give reasons for their views or choices• Develop and use specific vocabulary in different contexts	<ul style="list-style-type: none">• Follow up others' points and show whether they agree or disagree in whole-class discussion• Identify the presentational features used to communicate the main points in a broadcast• Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus	<ul style="list-style-type: none">• Use talk to organise roles and action• Actively include and respond to all members of the group• Use the language of possibility to investigate and reflect on feelings, behaviour or relationships	<ul style="list-style-type: none">• Present events and characters through dialogue to engage the interest of an audience• Use some drama strategies to explore stories or issues• Identify and discuss qualities of others' performances, including gesture, action and costume