

To unite all the elements of the English language to inspire confident, competent and creative writers and readers.

Year 3

English focus	
<p>Reading comprehension</p>	<ul style="list-style-type: none"> • Regularly listen to whole novels read aloud by the teacher • Listen to and discuss a range of fiction, poetry, plays and non-fiction including fables, fairy tales, myths, non-chronological reports, recounts, explanations • Read books and texts for a range of purposes (e.g. research, enjoyment etc) • Use intonation, tone and volume when reading aloud • Take note of punctuation when reading aloud • Prepare poems to read aloud • Recognise some different forms of poetry including classic poetry, shape poetry, narrative poems, calligrams, kennings • Prepare play scripts to perform showing understanding through intonation, tone, volume and actions • Sequence and discuss the main events in stories • Orally retell a range of stories • Read and increase familiarity of myths and legends and retell orally • Participate in discussions about books (both those that are read to them and those they can read for themselves) • Identify and discuss themes of books • Identify recurring themes and elements of different stories • Identify, discuss and collect words and phrases which capture the reader's interest and imagination • Explain the meaning of unfamiliar words using the context • Understand what they read independently by checking that the text makes sense to them • Talk about what they have read and their understanding of the text • Ask questions about what they read • Make predictions about what they think might happen based on detail • Recall and summarise main ideas • Identify a key idea in a paragraph • Infer a character's feelings or thoughts from their actions • Identify how language can be used to create mood or tension • Comment on language choices (word classes, sentence length etc) in the text and the impact on the reader (e.g. there are lots of adjectives so the reader feels...) • Identify how the structure of a text contributes to its meaning • Evaluate how specific information is organised and presented in a non-fiction text (e.g. text boxes, tables, bullet points, diagram, glossary) • Use dictionaries to check meaning of words they have read • Justify responses to the text using PE (point + evidence) • Prepare for research by identifying what is already known about the subject and key questions to structure the task • Retrieve and record information from non-fiction texts
	<p>Greater depth</p>
	<ul style="list-style-type: none"> • Make links between unfamiliar words and those they are familiar with • Review books and share opinions with different audiences • Make links between books they have read independently and the text • Make links across different genres • Understand and describe a favourite author's style
<p>Word reading</p>	<ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words • Use prefixes to understand meanings • Use suffixes to understand meanings • Read further exception words noting unusual correspondences between spelling and sound and where these occur in the word

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions
- Clarify unknown words
- Make a point and justify it using 'because'
- Sequence and communicate ideas in an organised and logical way in complete sentences as required
- Maintain attention
- Take turns and listen to what others say
- Stay on topic
- Use spoken language develop understanding through exploring ideas
- Speak audibly
- Start to show awareness of how and when Standard English is used
- Develop and agree on rules for effective discussion
- Participate in discussions, presentations, performances and role plays
- Show understanding of the main points in a discussion
- Make and respond to contributions in a variety of group situations (e.g. whole class, pairs, groups etc)
- Consider other viewpoints
- Show they have listened carefully through making relevant comments
- Think about how to get the listener's attention
- Vary the amount of detail and choice of vocabulary dependent on the purpose and audience
- Retell a story using narrative language and added relevant detail
- Use intonation, tone and volume when reading aloud
- Take note of punctuation when reading aloud
- Prepare poems to read aloud
- Prepare play scripts to perform showing understanding through intonation, tone, volume and actions

Greater depth

- Use fronted adverbials to sequence points
- Present/share/perform in front of a larger audience
- Respond to questions arising from presentations

	Term 1		Term 2		Term 3	
Spelling	Spelling rules <ul style="list-style-type: none"> ➤ Suffix -s and -es ➤ Prefix un- ➤ Prefix dis - ➤ Apostrophes for contraction ➤ Words with 'ei' and 'eigh' and 'ey' ➤ Homophones ➤ Prefix mis- ➤ Prefix re- ➤ The i sound spelt y (e.g. myth/ gym) ➤ Words ending with the /g/ sound spelt '-gue' ➤ Words ending with the /k/ sound spelt '-que' 	NN actual arrive build breath busy circle caught centre century eight eighth early group heard learn often	Spelling rules <ul style="list-style-type: none"> ➤ Suffix '-ness' following a consonant ➤ Suffix '-ful' following a consonant ➤ Prefixes 'sub-' and 'tele-' ➤ Words with the sh sound spelt ch (e.g. chef, machine) ➤ Suffix - less ➤ Suffix -ly ➤ Prefixes 'super-' and 'auto-' ➤ Words with c sound spelt ch (e.g. chemist, echo, school) ➤ Homophones/near homophones 	NN address consider continue decide difficult earth enough February forward fruit guard guide island minute material recent	Spelling rules <ul style="list-style-type: none"> ➤ Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', 'less' and '-ly') ➤ Suffix '-ly' with root words ending in 'le' ➤ Suffix '-ly' with root words ending in 'le' and 'ic' ➤ Different ways of making the 'i' sound: (e.g. gym, cygnet, myth, pretty, women, pyramid, mystery, Egypt, build) ➤ Apostrophes for contractions ➤ Words with the 'u' sound spelt 'ou' (e.g. young, trouble, country) ➤ Homophones/near homophones ➤ 	NN actually answer appear describe extreme famous height history imagine interest important length library mention notice perhaps quarter though
	Homophones/near homophones					
	Hear/here Too/to/two One/won Where/were/wear There/they're/their See/sea Blue/blew No/know		Our/hour/are Meat/meet Great/grate Week/weak Bear/bare Write/right Be/bee		Break/brake Knot/not Weather/whether Plain/plane Scene/seen Male/mail	

	Term 1	Term 2	Term 3
Writing	<ul style="list-style-type: none"> • Use full stops and capital letters • Use commas in lists • Use exclamation marks and questions marks • Start to use speech marks • Use prepositions that position in place/environment • Start sentences with fronted adverbials relating to time and place • Use adverbs/adverbial phrases that position in time • Use commas after fronted adverbials • Use noun phrases for description • Use 'like' to build a simile • Use a simple planning format • Develop ideas in non-fiction writing that are factual and precise • Start to use headings and subheadings • Begin to understand what a paragraph is and show ideas grouped together • Start to spell some common exception words • Use tall capital letters and smaller lower case letters • Proof-read sentences to check for sense • Begin to edit writing for spelling and punctuation errors 	<ul style="list-style-type: none"> • Use speech marks and other direct speech punctuation • Use sentence punctuation consistently • Use apostrophes for contraction • Use adverbs/adverbial phrases that build a relationship or 'cause' (e.g. therefore, as a result) • Use commas to mark clauses • Use one word sentences for effect • Add detail into description e.g. using precise words • Use ambitious vocabulary • Develop ideas for writing through discussion and recording • Develop multiple ideas in non-fiction writing that are factual and precise • Use headings and subheadings to group ideas • Use paragraphs • Use conjunctions: and, but, so • Maintain the main features of a genre • Stay in the correct tense • Maintain voice in writing • Use 'a' and 'an' correctly • Use correct joining strokes • Read aloud own writing to group 	<ul style="list-style-type: none"> • Use apostrophes for possession • Write texts that are interesting, engaging or thoughtful • Express a basic viewpoint, an opinion or an idea • Choose words because of the effect they will have on the reader • Signal opening in narrative and non-fiction writing (e.g. introduction sentence etc) • Signal closing in narrative and non-fiction writing (e.g. conclusion) • Organise paragraphs around a theme • Experiment with a wide range of conjunctions (e.g. while, although) • Link paragraphs • Use strategies to create flow (.g. pronouns/references back to previous points) • Use the present perfect form of verbs instead of simple past • Content makes sense throughout piece • Use a range of prefixes • Apply spelling rules in independent writing • Show increased legibility and quality to handwriting • Make a range of improvements to own writing for accuracy and content • Read aloud own writing to class using appropriate intonation
	Greater depth		
	<ul style="list-style-type: none"> • Develop an understanding of synonyms and how different words have different 'shades' of meaning (e.g. damp is 'less wet' than sodden) • Begin to use a thesaurus 	<ul style="list-style-type: none"> • Explain why they have chosen a word/phrase/sentence with the audience in mind • Evaluate own writing and make improvements independently 	<ul style="list-style-type: none"> • Express a viewpoint different to their own • Develop own voice in writing • Generate own stimuli for writing

	Punctuation	Text	Sentence	Word
Grammar Terminology for pupils: Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas (speech marks)	<ul style="list-style-type: none"> • Full stops and capital letters • Exclamation marks and question marks • Commas in lists • Commas after fronted adverbials • Commas to mark clauses • Speech marks/inverted commas for direct speech • Apostrophes for possession (singular nouns) • Apostrophes for contraction 	<ul style="list-style-type: none"> • Paragraphs (what they are) • Headings/subheadings • Present/past tense • Present perfect form of verbs 	<ul style="list-style-type: none"> • Identify nouns, verbs and adjectives • Adverbs • Prepositions • Pronouns • Fronted adverbials (time and place) • Noun phrases • Identify clauses in sentences • Main and subordinate clauses • Conjunctions: words to link clauses • Different sentence forms: statement, command, question, exclamations • Determiners: a or an 	<ul style="list-style-type: none"> • Word families • Formation of nouns using prefixes (un, dis, mis, re, tele, auto, sub, super) • Plurals (suffixes s/es) • Suffixes: making nouns by adding -ness • Suffixes: making adjectives by adding -ful • Suffixes: making adverbs by adding -ly
	Greater depth			
	<ul style="list-style-type: none"> • Independently identify and correct grammatical errors in a text • Use apostrophes for possession for plurals • Begin to experiment with other punctuation (e.g. ellipsis, brackets etc) 			