

English

In Year 3, children will cover the genres:

To Entertain	To Inform	To Persuade	To Discuss
<ul style="list-style-type: none"> ➤ Narrative ➤ Descriptions ➤ Poetry ➤ Characters/settings 	<ul style="list-style-type: none"> ➤ Explanation ➤ Recount ➤ Letter ➤ Biography ➤ Newspaper article ➤ Non-chronological report ➤ Instructions 	<ul style="list-style-type: none"> ➤ Advertising ➤ Letter ➤ Speech 	N/A

And study the books/topics: The Elves and the Shoemaker, The True Story of the Three Little Pigs, The Lorax, How to train your dragon, Stig of the Dump, The Grinch, Firework Maker's Daughter, George's Marvellous Medicine, The Lion King, The Twits, Temple Run, The boy who grew dragons, Robin Hood and extra whole school enrichment topics.

In addition to previous learning, pupils should learn to...

Reading

Writing

Transcription

**Speaking and
Listening**

<p><u>Reading Carousel</u> VIPERS <i>These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum</i></p> <p>CT INFERENCE GROUP (ALL YEAR GROUPS) <i>-VIPER skills -Speaking and Listening skills -Echo reading</i></p> <p>INDEPENDENT COMPHREHENSION (ALL YEAR GROUPS) <i>-VIPER skills - Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books</i></p> <p>ENJOY READING BOOK (ALL YEAR GROUPS) <i>- Independently read a range of fiction, poetry, plays, non-fiction, reference and text books (BIG CAT COLLINS- banded by comprehension level) - VIPER skills when reading to LSA - Speaking/Discussion skills when reading to LSA</i></p> <p>HANDWRITING (LKS2)</p>	<p><u>Planning, Composing and Evaluating</u> (All objectives are covered on a weekly basis through the PJS 2 week book/topic based unit- See Appendix 1)</p> <p>Revise and consolidate year KS1 content and introduce the following:</p> <p>.Coordinating conjunctions (or, and, but) (recap of KS1) .Subordinating conjunctions (simple range such as when, as because) to expand ideas and express time, place and cause 'not referred to as a complex sentence' .Pronouns .Adverbs (mostly how) .Prepositions to express time, cause and place e.g before, after, during, in .Nouns (types and capital rules e.g. capital for proper noun and days of week etc.)</p>	<p><u>Handwriting and Presentation</u> Can write neatly and legibly, joining some of the time</p> <p>-Uppercase and lowercase letters -The letter 'l' -The letter 'i' -The letter 'u' -The letter 't' -The letter 'y' -The letter 'j' -The letter 'p'</p> <p>-The letter 'k' -The letter 'b' -The letter 'n' -The letter 'm' -The letter 'h' -The letter 'p' -The letter 'j'</p> <p>-The letter 'c' -The letter 'a' -The letter 'd' -The letter 'e' -The letter 'g' -The letter 'f' -Join the letter 's'</p>	<p><i>The objectives below will be planned for and assessed across the curriculum throughout the year:</i></p> <p><u>Speaking</u></p> <p>-Speak fluently in sentences and without hesitation -Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion</p> <p><u>Listening</u></p> <p>-Hold a conversation with peers -Hold a conversation with adults -Evaluate the effectiveness of others' performances and presentation</p> <p><u>Discussion</u></p>
---	--	---	--

<p>- Word Reading</p> <p><u>Reading Comprehension Lesson (Mon)</u></p> <p>Retrieval -Confidently skim and scan texts to record details -Using relevant quotes to support their answers to questions -Retrieve and record information from a fiction or non-fiction text</p> <p>Inference -Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives (I know this because questions) -Infer character's feelings, thoughts and motives from their stated actions -Consolidate the skill of justifying them using a specific reference point in the text -Use more than one piece of evidence to justify their answers</p>	<p>.Adventurous adjectives (expanded noun phrases using double adjectives) .Determiners (a/an) .Imperative verbs (non-statutory) Figurative language (simile, alliteration, onomatopoeia)</p> <p><u>Function of sentences/sentence structure</u></p> <p>Question (recap KS1) Exclamation (recap KS1) Main clause Simple and compound sentences</p> <p><u>Verb forms and tenses</u> Recap KS1 tenses e.g. simple past, present and future</p> <p>Present perfect Past perfect tense</p> <p><u>Punctuation:</u> Capital letters (recap of KS1) Full stops (recap of KS1)</p>	<p>-Join the letter 'q' -Join the letter 'o' -Joining high frequency words -Join the letter 'z' -Join the letter 'v' -Join the letter 'x' -Join the letter 'w'</p> <p><u>Spelling</u> Yr 3 high frequency words</p> <p>Focus words from Yr 3/4 word list</p> <p>.Yr 2 suffixes (-ed, -ing, -er, -est, -ness, -ment, -ful, -less) .The 'i' sound spelled with a 'y' .The 'u' sound spelled 'ou' .The 'ai' sound spelled 'ei', 'eigh' or 'ey' . the un-, dis- and mis- prefixes .Adding appropriate suffixes .Spelling split diagraphs .The prefix re- .The prefix super- .The prefixes anti- and sub- .The prefix -auto .The prefix -inter</p>	<p>-Use discussion to organise roles within a group -Discuss a wider range of feelings and emotions (see PSHE Curriculum) -Disagree politely with peers (also during DOTW)</p> <p><u>Drama</u></p> <p>AUTUMN TERM Drama - story telling Create atmosphere through the use of voice and movement</p> <p>Annotate poems and stories and perform them</p> <p>SPRING TERM Drama (Easter Play) Help to devise and act in plays showing character through voice and movement</p> <p>SUMMER TERM</p>
--	---	--	---

<p>Explaining -Discussing words and phrases that capture the reader's interest and imagination -Identifying how language, structure and presentation contribute to meaning -Recognise authorial choices and the purpose of these</p> <p>Summarise -Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information -Identifying main ideas drawn from more than one paragraph -Identify themes from a wide range of books -Summarise whole paragraphs, chapters or texts -Highlight key information and record it in bullet points, diagrams, maps etc.</p> <p>Prediction -Justify predictions using evidence from the text</p>	<p>Question marks (recap of KS1) Exclamation marks (recap of KS1) Commas in/for lists Apostrophes for omission (contractions) and possession Direct speech using inverted commas</p>	<p>.Homophones and near homophones .The -ly suffix .The suffixes -ally and -action .Suffixes (vowel letters) .Focus on -sion and -tion endings .Prefixes in- and -il .Prefixes im- and ir-</p>	<p>Drama</p> <p>Create characters in an improvised drama</p> <p>Speaking and listening is assessed throughout the year during drama lessons, reading carousel lessons, poetry recital and in everyday lessons and activities. Enrichment opportunities, such as drama club, being house representatives, school council etc. and public speaking in Yr 4 are also available. DOTW also provides an excellent opportunity to assess the children throughout the year.</p>
--	--	--	--

<p>-Use relevant prior knowledge as well as details from the text to form predictions and to justify them -Monitor these predictions and compare them with the text as they read on</p> <p>Vocabulary -Use dictionaries to check the meaning of words that they have read -Use a thesaurus to find synonyms -Discuss why words have been chosen and the effect these have on the reader -Explain how words capture the interest of the reader -Discuss new and unusual vocabulary and clarify the meaning of these -Find the meaning of new words using the context of the sentence</p>			
--	--	--	--