

Year 3 - English



En3/1 Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2) En3/1a listen and respond appropriately to adults and their peers En3/1b ask relevant questions to extend their understanding and knowledge En3/1c use relevant strategies to build their vocabulary En3/1d articulate and justify answers, arguments and opinions En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas En3/1h speak audibly and fluently with an increasing command of Standard English En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates En3/1j gain, maintain and monitor the interest of the listener(s) En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others En3/1l select and use appropriate registers for effective communication	Reading (The objectives for Reading are common across Years 3 and 4) En3/2.1 Word Reading En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	En3/2.2 Comprehension En3/2.2a develop positive attitudes to reading, and an 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 En3/2.2b 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 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning En3/2.2c retrieve and record information from non-fiction En3/2.2d 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.	
Writing (The objectives for Reading are common across Years 3 and 4) En3/3.1 Spelling En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1) En3/3.1b spell further homophones En3/3.1c spell words that are often misspelt (English Appendix 1) En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	En3/3.2 Handwriting and Presentation En3/3.2a 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 En3/3.2b increase the legibility, consistency and quality of their handwriting	En3/3.3 Composition En3/3.3a 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 • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) • organising paragraphs around a theme • narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices En3/3.3c 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 En3/3.3d proofread for spelling and punctuation errors En3/3.3e read their 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.	En3/3.4 Vocabulary, grammar & punctuation En3/3.4a develop their understanding of the concepts set out in Appendix 2 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 Appendix 2 En3/3.4b indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech En3/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

TEXT TYPES

Fiction

Narrative:	George's Marvellous Medicine - Roald Dahl Stone Age Boy - Satoshi Kitamura The First Drawing - Mordicai Gerstein The Egg - MP Robertson Stitch Head - Guy Bass Pied Piper of Hamelin - Michael Morpurgo The Egyptian Cinderella - Beverley Naidoo Jim and the Beanstalk - Raymond Briggs Mr Penguin and the Lost Treasure - Alex T Smith The Minpins - Roald Dahl
Poetry:	Humorous Poetry George's Marvellous Medicine - Roald Dahl Riddle - Alex T Smith Extract from the Cataract of Lodore - Robert Southey
Writing Poetry	Riddles Rhyming Lists with commas
Language	similes pattern rhyme rhythm repetition alliteration

Non-Fiction

Recount - Our Summer holiday, Christmas holidays, Egyptian Day, Tuesday - David Wiesner Instructions - How to Wash a Woolley Mammoth, The Egg - teaching Dragon to fly Unicorns Uncovered - Potion recipe Non- chronological reports - The Truth About Trolls	
Other Writing Styles Explanation Museum Guide Riddles Formal & informal Letters Advert Diary Entries Thoughts & speech bubbles	
AUTHORS	Roald Dahl, Alex T. Smith David Wiesner, Guy Bass MP Robertson,, Melanie Robinson Satoshi Kitamura, Raymond Briggs Beverly Naidoo, Michael Morpurgo Mordicai Gerstein Pie Corbett Texts