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| Year 3 English Knowledge and Skills in The New National Curriculum |
| Reading | Writing | Vocabulary, grammar and punctuation | Spoken English |
| Reading –word reading* apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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
 | 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)
* 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 errorsRead 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 | Word* form nouns using a range of prefixes, e.g. super–, anti–, auto–
* use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
* know word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Sentence* express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

Text* be Introduced to paragraphs as a way to group related material
* use headings and sub-headings to aid presentation
* use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Punctuation* be introduced to inverted commas to punctuate direct speech

Terminology for pupils* adverb, preposition conjunction
* word family, prefix
* clause, subordinate clause
* direct speech
* consonant, consonant letter vowel, vowel letter
* inverted commas (or ‘speech marks’)
 | * 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
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| Reading -comprehensionDevelop 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-fictionParticipate 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 – transcriptionSpelling (see also English Appendix 1 for further guidance)* revise Y1 and Y2 phonics, spelling, homophones and common exception words
* spell words with the /eɪ/ sound spelt ei, eigh, or ey weigh, weight, etc
* spell homophones - here/hear; heel/heal/he’ll; meat/meet,
* spell words with the /i/ sound spelt y elsewhere than at the end of words (gym, pyramid)
* add suffixes beginning with vowel letters to words of more than one syllable
* spell words with the /ʃ/ sound spelt ch (chef -mostly French in origin)
* spell words with the /k/ sound spelt ch (chemist, Greek in origin)
* spell homophones - plain/plane; mail/male, main/mane; fair/fare
* spell words with endings sounding like zh or ch (treasure, picture)
* spell words with the /u/ sound spelt ou (young, double)
* spell endings which sound like zhun (division, occasion)
* add suffix –ly to an adjective to form an adverb e.g. accidentally
* spell homophones - groan/grown; peace/piece; brake/break, grate/great
* add prefixes – suggestions are:-un, dis, mis, re, pre (see Appendix 1 for more statutory guidance)
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| Writing –transcription 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 un-joined
* increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes 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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|  | **Progression in Discussion Texts** |
|  | Reading – comprehension and oral retelling | Writing – composition and grammar |
|  | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non**statutory* | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non statutory* |
| **Year 3** | To develop positive attitudes to reading and understanding of what they have read by:* listening to and discussing a wide range of non-fiction
* reading books that are structured in different ways and reading for a range of purposes
* identifying themes and conventions in a wide range of books
* discussing words and phrases that capture the reader’s interest and imagination

To 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 the words in context
* identifying how language, structure and presentation contribute to meaning

To retrieve and record information from non-fiction. | * To explore how different views might be expressed/explained/justified (*e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.).*
 | 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

To 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
* in non-narrative material, using simple organisational devices (*such as headings and sub-headings)*

To evaluate and edit by:assessing the effectiveness of their own and others’ writing and suggesting improvements **Grammar*** Formation of nouns using a range of prefixes, such as super-, anti-, auto-
* Headings and sub-headings to aid presentation
 | * To record differing views that might be expressed/explained/justified (*e.g. the different view of characters in a particular book, the different view of people in a simulated ‘real life’ scenario.)*
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|  | **Progression in Explanatory Texts** |
|  | Reading – comprehension and oral retelling | Writing – composition and grammar |
|  | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non**statutory* | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non statutory* |
| **Year 3** | To develop positive attitudes to reading and understanding of what they have read by:* listening to and discussing a wide range of non-fiction and reference books or text books
* 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

To 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 the words in context
* asking questions to improve their understanding of a text

To retrieve and record information from non-fiction. | * To read simple explanatory texts and diagrams (*link to other areas of the curriculum, e.g. Science)*
* To explain processes orally ensuring relevant details are included and accounts ended effectively
 | 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

To draft and write by:* in non-narrative material, using simple organisational devices (*such as headings and sub-headings)*

**Grammar*** 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)*
* Headings and sub-headings to aid presentation
 | * To create diagrams such as flow charts to summarise a process
* To make notes of the stages in a process *(e.g. in Science or Geography*), ensuring items are clearly sequenced
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|  | **Progression in Instructional Texts** |
|  | Reading – comprehension and oral retelling | Writing – composition and grammar |
|  | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non**statutory* | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non statutory* |
| **Year 3** | To develop positive attitudes to reading and understanding of what they have read by:* listening to and discussing a wide range of non-fiction
* reading books that are structured in different ways and reading for a range of purposes

To 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 the words in context
* identify how language, structure and presentation contribute to meaning
 | * To read and follow instructions
* To give clear oral instructions to members of a group
* To read and compare examples of instructional text, evaluating their effectiveness.
* To analyse more complicated instructions and identify organisational devices which make them easier to follow *(e.g. lists, numbered, bulleted points, diagrams with arrows, keys)*

To prepare a set of oral instructions (*research a particular area, e.g. playground games, and work in small groups. Try out with other children, giving instruction and listening and following theirs)** To evaluate effectiveness of instructions
 | 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

To draft and write by:* in non-narrative material, using simple organisational devices (*such as headings and sub-headings)*

**Grammar*** 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)** Headings and sub-headings to aid presentation
 | * To write clear instructions using correct register and devices to aid the reader.
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|  | **Progression in Narrative** |
|  | Reading – comprehension and oral retelling | Writing – composition and grammar |
|  | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non**statutory* | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non statutory* |
| **Year 3** | To develop positive attitudes to reading and understanding of what they have read by:* listening to and discussing a wide range of fiction

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
* discussing words and phrases that capture the reader’s interest and imagination

To understand what they read, in books they can read independently, by:* 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
 | * To understand sequential story structure *(identify common, formal elements in story openings and endings and typical features of particular types of story)*

To identify common features in narrative texts *(themes, key incidents and typical phrases or expressions) Note the use of language or music or camera angle to set scenes, build tension, create suspense.** To recognise how a plot is developed
* To identify how authors use different techniques to provoke readers’ reactions *(notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters.)*
* To make inferences about characters’ feelings, behaviour and relationships *(based on descriptions and their actions in the story; identify examples of stereotypical characters make judgements about a character’s actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue)*
* To recognise how settings are used to create atmosphere *(look at examples of scene changes that move the plot on, relieve or build up the tension)*
* To tell stories based on own experience and oral versions of familiar stories *(include dialogue to set the scene and present characters; vary voice and intonation to create effects and*

*sustain interest; to sequence events clearly and have a definite ending; explore relationships and**situations through drama)* | To 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
* in narratives, creating settings, characters and plot

**Grammar*** 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)*
* Use of the present perfect form of verbs instead of the simple past *(e.g. He has gone out to play contrasted with He went out to play)*
* Introduction to inverted commas to punctuate direct speech
 | * To write complete stories with a full sequence of events in narrative order *(include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story)*
* To use either 1st or 3rd person consistently
* To use conventions for written dialogue *(and include some dialogue that shows the relationship between two characters)*
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|  | **Progression in Persuasive Texts** |
|  | Reading – comprehension and oral retelling | Writing – composition and grammar |
|  | National Curriculum programme of study – statutory requirements | *Progression statements – non**statutory* | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* |
| **Year 3** | To develop positive attitudes to reading and understanding of what they have read by:* listening to and discussing a wide range of non-fiction
* reading books that are structured in different ways and reading for a range of purposes
* identifying themes and conventions in a wide range of books
* discussing words and phrases that capture the reader’s interest and imagination

To 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 the words in context
* identifying how language, structure and presentation contribute to meaning

To retrieve and record information from non-fiction. | * To read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally.
* To explore particular persuasive scenarios *(e.g. a parent persuading a reluctant child to go to bed.)* and discuss the effectiveness of different strategies used.
 | 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

To 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
* in non-narrative material, using simple organisational devices (*such as headings and sub-headings)*

To evaluate and edit by:* assessing the effectiveness of their own and others’ writing and suggesting improvements

**Grammar*** Formation of nouns using a range of prefixes, such as super-, anti-, auto-
* Headings and sub-headings to aid presentation
 | * To use words, pictures and other communication modes to persuade others (when appropriate to particular writing purpose).
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|  | **Progression in Poetry and Play Scripts** |
|  | Reading – comprehension and oral retelling | Writing – composition and grammar |
|  | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non**statutory* | National Curriculum programme ofstudy – statutory requirements | *Progression statements – non statutory* |
| **Year 3** | To develop positive attitudes to reading and understanding of what they have read by:* listening to and discussing a wide range of poetry and plays
* 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 *(e.g. free verse, narrative poetry)*

To understand what they read, in books they can read independently, by:identifying how language, structure and presentation contribute to meaning | * To describe the effect a poem has and suggest possible interpretations
* To discuss the choice of words and their impact (*noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and creates pictures using similes*
* To explain the pattern of different simple forms
* To perform individually or chorally *(vary volume, experimenting with expression and use pauses for effect)*
* To use actions, voices, sound effects and musical patterns to add to a performance*)*
 | 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

To 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
* To 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.

**Grammar*** Formation of nouns using a range of prefixes, such as super-, anti-, auto-
* Use of the forms a or an according to whether the next word begins with a consonant or a vowel (*e.g. a rock, an*

*open box)* | * To invent new similes and experiment with word play
* To use powerful nouns, adjectives and verbs
* To experiment with alliteration
* To write free verse
* To borrow or create a repeating pattern
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|  | **Progression in recount texts** |
|  | Reading – comprehension and oral retelling | Writing – composition and grammar |
|  | National Curriculum programme of study – statutory requirements | *Progression statements – non**statutory* | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* |
| **Year 3** | To develop positive attitudes to reading and understanding of what they have read by:* listening to and discussing a wide range of non-fiction and reference books
* reading books that are structured in different ways and reading for a range of purposes

To 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 the words in context
* asking questions to improve their understanding of a text
* identifying main ideas drawn from more than one paragraph and summarising these

To retrieve and record information from non-fiction. | * To identify the sequence of main events in third person recounts
* To recount the same event in a variety of ways (*such as in the form of a story, a letter, a news report)*
 | 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

To draft and write by:* organising paragraphs around a theme

To evaluate and edit by:* proposing changes to grammar and vocabulary to improve consistency

**Grammar*** 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)*
* Introduction to paragraphs as a way to group related material

Use of the present perfect form of verbs instead of the simple past *(e.g. He has gone out to play contrasted with He** *went out to play)*
 | * To write recounts (*e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader)*
 |