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| Y3  **YEAR 3**  **National Curriculum**  **Reading (Word Reading)**  **Pupils should be taught to:**  ♣ 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.  **(refer to NC for non-statutory guidance)**  **Reading (Comprehension)**  **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 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  **develop pleasure in reading, motivation to read, vocabulary and understanding by:**  ♣ 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-fiction  ♣ 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 (Transcription)**  Spelling (see English Appendix 1)  **Pupils should be taught to:**  **Spell:**  use further prefixes and suffixes and understand how to add them (English Appendix 1)  ♣ spell further homophones  ♣ spell words that are often misspelt (English Appendix 1)  ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  ♣ 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  **Handwriting**  **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].  **Writing (Composition)**  **Pupils should be taught to:**  **write sentences by:**  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 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  **Vocabulary, Grammar & Punctuation**  **Pupils should be taught to:**  **develop their understanding of the concepts set out in English 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 English Appendix 2  ♣ indicate grammatical and other features by:  ♣ using commas after fronted adverbials  ♣ indicating possession by using the possessive apostrophe with plural nouns  ♣ using and punctuating direct speech  ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.  **Appendix 2** | | | | | | |
| **Y3 Texts** | **Spoken Language** | **Reading (Word Reading)** | **Reading (Comprehension)** | **Writing (Transcription)**  **Spelling Shed Programme**  **Red Rose Phonics Programme** | **Writing (Composition)** | **Vocabulary, Punctuation & Grammar** |
| **The Pebble in my Pocket** |  Participate in discussions about the text, explaining their understanding.   Use role-play and drama to explore the story (e.g., *Act out the pebble’s journey through different environments*).   Present ideas about the rock cycle clearly to the class. |  Apply knowledge of root words, prefixes, and suffixes to read aloud and understand new words.   Read books that are structured in different ways and for a range of purposes (e.g., *narrative non-fiction like this book*). |  Develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, and non-fiction.   Identify key themes and ideas in the text (e.g., *the journey of the pebble through time*).   Draw inferences about characters and events (e.g., *What might the pebble ‘see’ on its journey?*).   Predict what might happen next based on what has been read.   Identify how language, structure, and presentation contribute to meaning (e.g., *How does the descriptive language make the pebble’s journey feel real?*). |  |  Plan, draft, and write by recording ideas in sentences (e.g., *Write a diary entry from the perspective of the pebble*).   Write for different purposes (e.g., *A non-fiction report on the rock cycle, a descriptive poem about the pebble’s journey*).   Organise paragraphs around a theme (e.g., *Each paragraph representing a different time period in the pebble’s journey*). |  Use expanded noun phrases for description (e.g., *the tiny, smooth pebble rolling down the river*).   Use conjunctions (*when, because, if, although*) and adverbs (*suddenly, carefully, slowly*) to extend sentences.   Use the present perfect tense where appropriate (e.g., *The pebble has travelled through time for millions of years*).   Use inverted commas to punctuate direct speech (e.g., *Imagine the pebble could speak—what would it say?*). |
| **The Ice Palace** |  Participate in discussions about the book, explaining their understanding.   Use role-play and drama to explore the story (e.g., *Hot seat as Ivan or Starjik*).   Perform descriptive passages with expression, focusing on atmosphere and suspense. |  Apply knowledge of root words, prefixes, and suffixes to read aloud and understand new words.   Read books structured in different ways and for a range of purposes (e.g., *a suspenseful adventure story*). |  Develop positive attitudes to reading by discussing a wide range of books.   Make inferences based on characters’ feelings, thoughts, and motives (e.g., *Why is Ivan so determined to save his brother?*).   Predict what might happen next based on what has been read.   Identify key themes such as bravery, good vs. evil, and perseverance.   Identify how language, structure, and presentation contribute to meaning (e.g., *How does the author build suspense in the story?*). |  |  Plan, draft, and write narratives similar to the book (e.g., *Write an extra adventure for Ivan on his journey*).   Write for different purposes (e.g., *A character description of Starjik, a setting description of the Ice Palace*).   Organise paragraphs around a theme (e.g., *A paragraph on Ivan’s emotions, one on the dangers he faces*). |  Use expanded noun phrases for description (e.g., *the glistening, frozen palace*).   Use conjunctions (*when, because, if, although*) and adverbs (*cautiously, silently, nervously*) to extend sentences.   Use the present perfect tense where appropriate (e.g., *Starjik has taken many children before*).   Use inverted commas to punctuate direct speech (e.g., *"I will never give up!" shouted Ivan.*). |
| **The Iron Man** |  Participate in discussions about the book, explaining their understanding.   Use role-play and drama to explore the story (e.g., *Hot seat as the Iron Man or Hogarth*).   Perform descriptive passages with expression, focusing on atmosphere and suspense. |  Apply knowledge of root words, prefixes, and suffixes to read aloud and understand new words.   Read books structured in different ways and for different purposes (e.g., *a fable-like adventure with science fiction elements*). |  Develop positive attitudes to reading by discussing adventure and science fiction stories.   Make inferences based on characters’ feelings, thoughts, and motives (e.g., *Why is the Iron Man feared at first?*).   Predict what might happen next based on what has been read.   Identify themes such as friendship, fear, and acceptance.   Discuss how language, structure, and presentation contribute to meaning (e.g., *How does the author create mystery and suspense in the opening chapter?*). |  |  Plan, draft, and write narratives similar to the book (e.g., *Write a new adventure for the Iron Man*).   Write for different purposes (e.g., *A newspaper report on the Iron Man’s arrival, a diary entry from Hogarth’s perspective*).   Organise paragraphs around a theme (e.g., *One paragraph describing the Iron Man’s appearance, another describing how people react to him*). |  Use expanded noun phrases for description (e.g., *the towering, metal giant with glowing eyes*).   Use conjunctions (*when, because, if, although*) and adverbs (*suddenly, cautiously, mysteriously*) to extend sentences.   Use the present perfect tense where appropriate (e.g., *The Iron Man has amazed the people with his strength*).   Use inverted commas to punctuate direct speech (e.g., *"We must stop him!" shouted the farmers.*). |
| **The Sun is Laughing** |  Discuss and perform poems, focusing on how to read with expression.   Use drama and role-play to bring the poem to life (e.g., *Pretend to be the sun laughing and play with the idea of how the sun might behave*).   Discuss the meaning of the poem with others and explain how the poet creates moods through language.   Explore and ask questions to better understand the imagery and meaning of the poem. |  Apply knowledge of root words, prefixes, and suffixes to read aloud and understand new words.   Read books structured in different ways, including poetry, and for a range of purposes (e.g., *exploring rhyme, repetition, and imagery in poetry*). |  Develop positive attitudes to reading by discussing a wide range of poetry.   Identify and explain how language, structure, and presentation contribute to meaning (e.g., *How does Michael Rosen use personification to describe the sun?*).   Make inferences based on what is said and done (e.g., *How does the sun "laugh" in the poem? What does it symbolize?*).   Predict what might happen next or how the poem might change in different stanzas. |  |  Write their own poems, using simple ideas and expressive language (e.g., *Write a poem about a different natural element, like the wind or the rain, using personification*).   Plan, draft, and write by sequencing ideas or events.   Write for different purposes, including creative writing and poetry (e.g., *A poem describing a season or a weather phenomenon*).   Organise sentences to form short narratives or poems (e.g., *Use simple stanzas in a poem*). |  Use expanded noun phrases for description (e.g., *the bright, laughing sun*).   Use conjunctions (*and, because, when, if, but*) and adverbs (*gently, suddenly, loudly*) to extend sentences.   Use personification and other figurative language techniques (e.g., *The sun is laughing*, *The clouds are sleeping*).   Use punctuation for effect, including exclamation marks for emphasis (e.g., *"The sun is laughing!"*). |
| **Varjak Paw** |  Participate in discussions about the book, explaining their understanding of the characters and themes (e.g., *Why do you think Varjak Paw is so determined to leave the house?*).   Retell the story in their own words, focusing on key events (e.g., *Describe the moment Varjak meets the other cats outside the house*).   Role-play and drama to explore the characters and events (e.g., *Act out a scene where Varjak Paw first meets the dogs*).   Present a short summary of Varjak Paw’s journey to the class, explaining the challenges he faces. |  Apply knowledge of root words, prefixes, and suffixes to read aloud and understand new words.   Read books that are structured in different ways and for a range of purposes (e.g., *adventure, fantasy, and animal stories*).   Read aloud books closely matched to their improving phonic knowledge, including unfamiliar words. |  Develop positive attitudes to reading by discussing a wide range of fiction, including stories with animal characters.   Make inferences based on what is said and done (e.g., *Why does Varjak Paw feel scared or confused in the beginning of the book?*).   Predict what might happen next based on what has been read (e.g., *What do you think Varjak will do when he faces the danger outside the house?*).   Discuss the themes and character development in the story (e.g., *What does Varjak learn about himself during his journey?*).   Identify and explain how language, structure, and presentation contribute to meaning (e.g., *How does SF Said use descriptions to create suspense or build Varjak’s character?*). |  |  Write narratives about real and fictional experiences (e.g., *Write a story where an animal learns an important lesson or goes on an adventure*).   Plan and write stories that are based on the book’s themes (e.g., *Write a new adventure for Varjak Paw*).   Organise paragraphs around a theme (e.g., *One paragraph about Varjak’s journey in the city, another about his relationship with his family*).   Use events in the story to inspire imaginative writing (e.g., *Write a scene where Varjak uses his skills to escape from danger*). |  Use expanded noun phrases for description (e.g., *the mysterious, dark alleyway* or *the proud, fierce cat*).   Use conjunctions (*and, because, when, if, although*) and adverbs (*bravely, quietly, quickly*) to extend sentences.   Use the past and present tense correctly throughout the writing.   Use punctuation correctly, including question marks and exclamation marks (e.g., *"What should I do now?"*). |