**Year 3 English**

**Curriculum**



**B ounce**

**Back**

When planning English for the Autumn Term, please ensure that you have the following elements included. Taught phonics must be a priority within this year group as well as the application of phonics when writing. Spelling and grammar foci are taken from Year NC expectations and are areas that require further work within your year group.

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| **Week 1** | **Focus on PSHE, social distancing rules, class rules, general settling back in and expectations. Baseline phonic assessments can be carried out within this week as well as providing the children with an opportunity to write at length for assessment purposes. This will inform which children need to focus on below strands. Please note – *productivity and pace* are a must. Therefore, when children show that they are secure with year2 content, move them on to Year 3 Autumn content.** |
| **Phonics** | Your assessment will inform you of which children will need to take part in daily phonic sessions. Each session should be approximately 30 minutes and should incorporate opportunities for the children to apply the sounds that they know or are learning. Much of year 3’s focus must be on application of phonics to writing. Within this bounce back phase, use the opportunity to really hone in on the correct phonemes within tricky words. For example house/howse. |
| **Speaking and Listening** | Opportunities must be provided to support those who have had little or no English during the lockdown period. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.  Some of the following activities can be used as a precursor to writing or as a tool to further unpick texts explored in class:   * Games and drama * Barrier games * Speaking frames * Paired/Group talk |
| **AfL expectations** | * Baseline assessments must be completed within the first week for phonics using assessment grid. * All children to be read with within week one and Salford’s completed where needed/necessary. * One piece of extended writing to be completed as an assessment piece – this will then inform pitch needed. * Formative assessment is essential during the bounce back stage and must underpin all that is taught. This assessment must then be used to ‘regularly’ alter pitch and pace. |
| **Weeks 2-8**  **Grammar and Punctuation** | *The following elements to be taught through three text types over the course of Bounce Back period; Recount/Instructions/Narrative (Story)*  Please refer to following document to ensure correct pitch for tasks. This document will provide you with exemplars to assist with planning.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf>  Using capital letters, full stops, question marks and exclamation marks  Joining clauses using a range of conjunctions  Knowing the four types of sentence: statements, questions, exclamations and commands  Using the present tense and past tense correctly and consistently  Using the progressive form of verbs in the present and past tense  Using suffixes such as –ness or –er to form nouns  Using expanded noun phrases  Using suffixes such as –ful or –less to form adjectives  Using the suffixes –er or –est in adjectives and –ly to turn adjectives into adverbs  Using commas to separate items in a list  Using apostrophes to mark where letters are missing and to mark singular possession |
| **Weeks 2-8**  **Spelling** | *Spelling is to be timetabled into your week and taught explicitly*  Segmenting spoken words into phonemes and writing them out with graphemes  Learning new spellings for phonemes, alongside some new words for each new spelling  Spelling common exception words  Spelling more contractions  Learning the singular possessive apostrophe  Adding suffixes like -ment, -ness, -ful, -less, and -ly to spell longer words |
| **Weeks 2-8**  **Reading** | Use phonics to decode complex words  Blend and recognise alternative sounds for graphemes ***(For example oy and oi)***  Read words that use common suffixes  Read more common exception words (tricky words) ***See Year 2 English overview on Sharepoint***  Read most words quickly and accurately  Read some books out loud  Re-read books to build up fluency and confidence  Listen to and talk about a range of texts  Understand the books they read and listen to  Talk about books and poems |
| **Further guidance** | At least two SODA activities should be based around SPaG and Reading on a weekly basis  Children need to be given the opportunity within spelling tests to embed and secure common exception words from previous year. Twinkl spellings are useful.  Make teaching short, concise and repetitive where necessary.  Homework is to reflect Bounce Back Curriculum. Ensure this is reviewed in class.  Use time smartly - The extra 30 minutes prior to lunch can be used to embed, practice or rehearse SPaG  Provide opportunities for S&L to support those who have had little English during lockdown |