

ENGLISH KEY LEARNING INDICATORS
YEAR 3
SUPPORTING MATERIALS

YEAR 3	WORD STRUCTURE		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Apply learned code when attempting to spell words	- Make phonetically plausible attempts to spell unfamiliar words - Segment words into sounds - Blend the sounds together - Manipulate sounds to create new words	e.g., Sounds Write planning
YEAR 3	Spell correctly all Y1 & Y2 words listed as common exception words and 50% of words from Y3 & Y4 word list in NC English Appendix 1: Spelling.	- Spell words correctly - Identify the number of syllables in each word (if applicable) - Say and write the sounds in each syllable - Say and write the sounds in each word - Choose correct spellings of each sound to spell the word - Describe the spelling pattern (if applicable) - Identify words which have the same sounds same spelling - Identify words which have same sound different spelling	e.g., Sounds Write planning 49-sounds_write_english_spellings_lexicon SW 3000 words scope and sequence June 21
	TRANSCRIPTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Join letters and words fluently	- Sit correctly at a table, holding a pencil correctly - Form capital letters - Write all capital letters clearly bigger than lower case letters - Demarcate words with clear finger spaces - Write punctuation marks at an appropriate size - Start forming letters from the line - Know that capital letters do not join to lower case letters - Form lower-case letters in the correct direction, starting and finishing in the right place - Form all letters accurately from memory	http://debbiehepplewhitehandwriting.com/free_resources.html Handwriting CPD on DEMAT CPD website

SENTENCE STRUCTURE

STRUCTURE AND GRAMMAR

YEAR 3	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify sentences which open with words other than nouns or pronouns (adverbial/prepositional phrase)	- Identify the beginning of a sentence - Identify and explain what nouns and pronouns are and how they are used - Identify the main clause in the sentence - Explain the difference between a clause and a phrase - Explain that a prepositional phrase explains where something is happening - Explain that an adverbial phrase explains when or how something is happening	See subject knowledge pack Section one: sentences
	Write sentences which open with an adverbial phrase	- Use an adverbial phrase at the start of a sentence - Punctuate sentence accurately with a capital letter, a comma after the phrase and a stop mark - Explain why the phrase was used to start the sentence	See subject knowledge pack Section one: sentences
	Write sentences which open with a preposition that include WHEN an event occurred	- Use a prepositional phrase at the start of a sentence - Punctuate sentences accurately with a capital letter, a comma after the phrase and a stop mark - Explain why the phrase was used to start the sentence	See subject knowledge pack Section one: sentences
	Identify and explain a MAIN CLAUSE and a SUBORDINATE CLAUSE	- Identify simple sentences (subject and verb) - Identify and discuss when a sentence is not simple and explain why - Identify the subject and verb in both clauses in compound and complex sentences - Explain that a main clause is a complete thought - Identify and explain a main clause - Explain that a subordinate clause cannot make sense on its own - Explain that a subordinate clause needs a subordinating conjunction - Identify subordinating conjunctions in sentences - Explain that a subordinate clause can be used at the beginning of the sentence - Explain that when a subordinate clause is used at the beginning of a sentence it is followed by a comma	See subject knowledge pack Section one: sentences



Identify a PHRASE	- Explain that a phrase is a group of words in a sentence that does not contain a verb and its subject. - Identify a phrase in fiction and non-fiction texts	See subject knowledge pack Section one: sentences
Know the difference between a PHRASE and a CLAUSE	- Explain that a sentence must have a verb - Explain that a phrase does not have a verb - Explain that a phrase does not make sense on its own and needs to be part of a sentence	See subject knowledge pack Section one: sentences
Identify and explain a COMPLEX SENTENCE	- Identify the subject and verb in both clauses in compound and complex sentences - Explain that a main clause is a complete thought - Identify and explain a main clause - Explain that a subordinate clause cannot make sense on its own - Explain that a subordinate clause needs a subordinate conjunction - Identify subordinating conjunctions in sentences - Explain that a subordinate clause can be used at the beginning of the sentence - Explain that when a subordinate clause is used at the beginning of a sentence it is followed by a comma - Explain that a complex sentence has a main clause and a subordinate clause	See subject knowledge pack Section one: sentences
Maintain a consistent tense in a whole piece of writing	- Use past tense verbs when appropriate and keep all verbs past, including the use of past progressive - Use present tense verbs when appropriate and keep all verbs present, including the use of present progressive - Explain that only verbs can have different tenses - Explain difference between past and present tense - Explain why their writing is in past or present tense	See subject knowledge pack Section two: tenses
Group ideas into paragraphs	- Identify a new idea, e.g., place, time, topic - Use planning frame to know when to start a new paragraph - Miss a line to show a new paragraph	See subject knowledge pack Section one: sentences

TYPES OF SENTENCES

Key Learning Indicator	What the child will be able to do	Supporting Documents
Identify dialogue between two characters	- Identify when a character is speaking - Identify inverted commas in written text (fiction) - Identify the speaker in fiction writing - Identify the punctuation around the inverted commas and explain why they have been used	See subject knowledge pack Section four: punctuation
Write dialogue between two characters	- Use inverted commas only around the words being spoken by each character - Use appropriate punctuation before the closing inverted comma (,. ! ? ...) - Start each speaker on a new line/paragraph - When the same character continues speaking, continue in the same paragraph - Use appropriate verbs to demonstrate how the character is speaking - Use appropriate adverbs to demonstrate how the character is speaking	See subject knowledge pack Section four: punctuation
Identify and use questions accurately	- Explain what a question is - Describe how questions are punctuated - Explain why an author used a question - Separate questions from non-questions (e.g. statements) - Explain why a question is not a statement - Write questions in a grammatically accurate way - End questions with an appropriate-sized question mark - Change statements into questions - Write a possible question based on a given answer - Use a question as a way to interest a reader in fiction - Use a question as a way to interest a reader in non-fiction - Articulate the difference between a question and a rhetorical question	See subject knowledge pack Section one: sentences Section four: punctuation



	Identify and use commands accurately	- Explain that a command gives advice or instructions - Explain that a command can express a request - Identify the imperative verb - Explain who the subject is and why the subject is not stated - Uses a command gives advice or instructions - Uses a command to express a request - Write the imperative verb - Know who the subject is and why the subject is not stated - Punctuate with a full stop or exclamation mark - Explain why full stop or exclamation mark has been used	See subject knowledge pack Section one: sentences Section four: punctuation
	Identify and use exclamations accurately	- Explain that exclamations are one of four sentence types - Explain that exclamations express force or strong emotion - Explain that an exclamation mark demarcates the end of an exclamation sentence - Explain that exclamations can start with 'what' or 'how' e.g. 'What fools people can be!' - Explain that exclamations can imply urgency 'We must save the rhinos!' - Explain that exclamations can imply surprise e.g. 'The scientists opened the tomb. It was empty!' - Write sentences that begin with 'what' or 'how' - End an exclamation with an exclamation mark as a stop mark - Write sentences that expresses force or strong emotion - Position exclamations at appropriate points in the paragraph e.g. as a topic sentence to start a paragraph in an informal letter - Write the exclamation mark within the inverted commas for speech - Match exclamations in speech with an appropriate verb in the narrative e.g., 'How well did Pipa look yesterday!' exclaimed Susan.	See subject knowledge pack Section one: sentences Section four: punctuation

	Identify rhetorical questions	- Explain that a rhetorical question is asked without the expectation of an answer in order to lay emphasis on a particular point - Can identify a rhetorical question ends with a question mark - Explain who the audience is of the question - Explain that that answer is self-evident to the person asking the question - Explain that rhetorical questions can be used to persuade (e.g. letters), to inform (e.g., Did you know? facts), to argue/discuss (e.g. Speeches and debates) and to entertain (e.g. to empathise with a character and/or build suspense)	See subject knowledge pack Section one: sentences Section four: punctuation
	Write rhetorical questions	- Know who the audience of the question is - Know the purpose/reason for writing a rhetorical question is – to entertain, to inform, to persuade, to argue/discuss - Punctuate the end of the rhetorical question with a question mark	See subject knowledge pack Section one: sentences Section four: punctuation
	PUNCTUATION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and explain where apostrophes have been used for contraction (singular and plural)	- Identify between singular and plural nouns - Identify when a singular noun ends with an s e.g. species - Explain that possession means <i>belongs to</i> - Identify when an apostrophe has been used as a contraction and explain why it is not possession - Identify the root words e.g. can not - Identify which sound is omitted - Identify where the apostrophe has been placed - Explain how the sound of the word changes when contracted	See subject knowledge pack Section four: punctuation
	Use apostrophes for contraction	- Build the root words e.g. can not - Identify which sound has been omitted - Write the apostrophe where the omitted sounds were - Identify if the vowel sound has changed in the first syllable	See subject knowledge pack Section four: punctuation



Identify inverted commas used in speech	- Identify when a character is speaking - Identify inverted commas in written text (fiction) - Identify the speaker in fiction writing - Identify the punctuation around the inverted commas and explain why they have been used	See subject knowledge pack Section four: punctuation
Write sentences with inverted commas to denote speech accurately	- Use inverted commas only around the words being spoken by each character - Use appropriate punctuation before the closing inverted comma (,. ! ? ...) - Start each speaker on a new line/paragraph - When the same character continues speaking, continue in the same paragraph - Use appropriate verbs to demonstrate how the character is speaking - Use appropriate adverbs to demonstrate how the character is speaking	See subject knowledge pack Section four: punctuation
Identify and use a comma after an adverb opener	- Identify when an adverb or adverbial phrase has been used at the beginning of a sentence - Explain that a comma is used to separate an adverb or adverbial phrase from the main clause - Write an adverb or adverbial phrase first, use a single comma and then complete the sentence with a main clause	See subject knowledge pack Section one: sentences Section four: punctuation

ORACY

YEAR 3	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Read their completed work out loud in presentation voice	- Read own work in a confident and clear voice - Use punctuation to indicate feelings - Pause appropriately at commas and stop marks - Explain reasons for changes in voice	
	Retell a story	- Retell the story in a clear and confident voice - Change voice to indicate a change in mood - Change voice to indicate a character - Explain reasons for changes in voice	
	Learn and recite a poem	- Retell the poem in a clear and confident voice - Understand the meter of the poem - Deliver the poem with the correct rhythm - Identify which words are rhyming words (if appropriate to chosen poem)	
	Plan, prepare and deliver a PRESENTATION	- identify a subject area to present - identify the audience (including demographic information) - include an introduction that contains a hook for the reader - include points in separate slides elaborated with at least once sentence. Each slide must open with an introduction and close with a concluding sentence - all slides linked by a related connecting phrase (where appropriate) - include a conclusion that summarises, challenges action, emphasises the authority of those presenting and links to the introduction - use accompanying diagrams/pictures to illustrate points - use examples to illustrate points - deliver a presentation in a confident and clear voice - pause appropriately between slides/points	

TEXT STRUCTURE

FICTION

YEAR 3	TEXT STRUCTURE		
	FICTION		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Write narratives organised into paragraphs which include: • A setting • Two characters – a protagonist and an antagonist • A problem • A build up and climax • A resolution	- Identify a genre for the story - Choose an appropriate setting and explain reason for choice - Create a mood for the setting and explain why - Write at least one sentence to describe the setting - Explain that a protagonist is the main character - Explain that an antagonist is the character who is against the main character - Create two characters or use characters from text - Explain that a problem in a story is a conflict that affects the characters - Explain the problem of the story - Explain why it is a problem - Write at least one sentence to describe the problem - Explain that a build-up is how the author creates tension and uses action to get to the problem - Explain the build up to the problem - Write at least one sentence to create the build up - Explain that the climax of a story is when the tension or action reaches its highest part - Explain the climax of the story - Write at least one sentence to create the climax - Explain that the resolution is the part of the story that shows how the problem is resolved - Explain the resolution of the story - Write at least one sentence to create the resolution	Subject knowledge pack Section 5: literary elements
	Identify stanzas in poetry	- A group of lines in a poem with the same meter - Can also be referred to as a verse - Identify rhyming couplets within stanzas (where appropriate to the poem)	

NON-FICTION

Key Learning Indicator	What the child will be able to do	Supporting Documents
Write non-fiction texts which have: • An introduction of at least one sentence • Two points in separate paragraphs opened with an appropriate conjunction and elaborated with at least two sentences joined with conjunctions • A summarising conclusion	- Discuss what the non-fiction text is about - Explain that the introduction needs a hook to make the reader read on - Write at least one hook sentence to introduce non-fiction text - Discuss what extra information the text needs to give - Write at least two sentences (simple, compound or complex) to elaborate. - Use an appropriate connective phrase to join the sentences - Explain that a conclusion is to summarise the information - Write at least one concluding sentence	Single paragraph outline (SPO) planning template
Know and write the main features of a letter, instructions, a report, a recount and an explanation text.	Letter: - Audience – who are you writing to? - Purpose – why are you writing to them? - the sender's address - the receiver's address - the date - the name/greeting at the start of a letter with Dear... - the sign off with either Yours sincerely/Yours faithfully - Know the difference between Yours sincerely and Yours faithfully - introductory paragraph with purpose of letter - concluding paragraph referring back to purpose Report: - Title - At least two different paragraphs with subheadings - Introductory paragraph - Concluding paragraph - Fact not opinion - Non-chronological - Formal language	Single paragraph outline (SPO) planning template



		Explanation text: - Audience – who are you explaining to? - Purpose – why are you helping someone with this? - Chronological order - Diagrams to illustrate - Introductory paragraph - Concluding paragraph - Generalisation - Technical vocabulary - Detail to help the reader to understand points	
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COMPOSITION

ANALYSIS

YEAR 3	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Explain and identify: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mood Similar stories Sentence structure Vocabulary choices Theme Plot type	<i>Genre</i> – adventure, traditional, fairy tale, detective, mystery, fantasy, myths and legends <i>Plot outline</i> – The main events of the story <i>Narrative viewpoint</i> – 1st, 2nd or 3rd person <i>Hooks</i> – The opening of the story that grabs the reader's attention <i>Closure</i> – A sense of an ending <i>Setting</i> – Where the story is set <i>Characters</i> – the main characters (protagonist and antagonist) <i>Problem</i> – resolvable situation <i>Dilemma</i> – a difficult choice between two equally weighted elements <i>Mood</i> – The atmosphere of the story <i>Similar stories</i> – stories with a similar storyline, similar characters, similar moral/lesson <i>Sentence structure</i> – the author's use of sentences <i>Vocabulary choices</i> – the author's specific choices of vocabulary <i>Theme</i> – how the meaning of a story is defined (not the plot) e.g., alienation, ambition, betrayal, courage, deception, discovery, escape, death, fear, freedom, good versus evil, jealousy, justice, loneliness, love, power, prejudice, security, spirituality, survival Examples of Plot types – - Overcoming the monster – the protagonist sets out to defeat an antagonistic force (Theseus, Beowulf, Star Wars) - Rags to riches – The protagonist acquires wealth, power, love (Cinderella, Aladdin) - Quest – The protagonist sets out to acquire an important object or get to a location. They face obstacles along the way (The Odyssey, Watership Down)	Subject knowledge pack Section 5: literary elements

		• Voyage and return – The protagonist goes to a strange land, face threats and return with experience (Goldilocks, Peter Rabbit, The Hobbit) • Comedy – Light and funny with a happy ending (A Midsummer Night's Dream, Twelfth Night) • Tragedy – The flaw or mistake of the protagonist is their undoing. The end is the fall of a good character (Macbeth, Anna Karenina) • Rebirth – An event forces the protagonist to change their ways and become a better person (A Christmas Carol, Beauty and the Beast)	
	LANGUAGE DEVICES		
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	To identify where authors add information to the subject or object. Either by the addition of pertinent, informative words or by the use of a specifically chosen descriptive word	- Explain that an adjective describes a noun - Explain that an adjective gives the reader a more detailed description - Find examples of adjectives in texts - Know which noun the adjective is describing - Articulate the difference between the subject and the object - Explain why a specific adjective was chosen - Say what the adjective means	Subject knowledge pack Section 3: word class
	Use list of 3 adverbs or adjectives to build descriptive power	- Uses appropriately sized commas to punctuate - Explain the things which have been listed - Explain if the comma has replaced <i>and</i> or - Justify choice of vocabulary - Know adjective order when listing adjectives: quantity or number, quality or opinion, size, age, shape, colour, proper adjective (e.g., nationality, material), purpose or qualifier	Subject knowledge pack Section 3: word class Section 4: punctuation
	Use alliteration in prose	- Explain that alliteration is when words begin with the same consonant sound - Identify examples of alliteration when listening to stories and poems	Subject knowledge pack Section 5: literary techniques

		- Discuss why the author or poet may have wanted to use alliteration - Explain choice of alliteration in own writing	
	Identify and write literal similes for direct comparison	- Identify a simile in a piece of writing - Explain that a simile compares two nouns - Explain that a simile is a descriptive device - Know that a simile uses <i>like</i> or <i>as</i> - Include a simile in own writing to compare two nouns - Explain choice of simile - Identify when a simile is appropriate/inappropriate	Subject knowledge pack Section 6: literary techniques
	Identify hyperbole	- Explain that hyperbole is an <i>unreal</i> exaggeration to emphasise a real situation - Identify examples of hyperbole in fiction - Identify examples of hyperbole in non-fiction - Explain the difference between hyperbole and overstatement	Subject knowledge pack Section 6: literary techniques
	Identify and utilise expanded noun phrases accurately	- Explain that an expanded noun phrase adds detail to the noun - Identify where expanded noun phrases have been used in fiction - Identify where an adverbial or prepositional phrase have been used in an expanded noun phrase - Write expanded noun phrases using <i>determiner + adjective + noun</i> - Write expanded noun phrases using <i>determiner + adjective + noun + prepositional phrase</i>	Subject knowledge pack Section 1: sentences Section 3: word class
VOCABULARY			
	Key Learning Indicator	What the child will be able to do	Supporting Documents
	Identify and use three synonyms and antonyms for: big, small, hot, cold, happy, sad, scared	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word	

	To identify and use two synonyms and antonyms for: tired, alert, fast, slow, old, young	- Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice	
	To identify and use at least 5 synonyms and antonyms for said and move	- Explain that a synonym is another word with a similar meaning - Explain that an antonym is a word with an opposite meaning - Explain the meaning of one other synonym and antonym for each word - Discuss the different effect of the synonym and antonym - Use synonyms and antonyms in own writing - Explain vocabulary choice - Explain that no word is synonymous with said	
	To indicate WHEN, WHERE, and HOW using a preposition in writing	- Explain what a preposition is - Identify the use of prepositions for WHEN in writing - Identify the use of prepositions for WHERE in writing - Identify the use of prepositions for HOW in writing - Explain use of prepositions in own writing	Subject knowledge pack Section 3: word class
	Know and use at least two cohesive connectives and connective phrases to ORDER, ADD TO, EXPLAIN, CONTRAST, CONCLUDE	- Explain the meaning of a cohesive connective - Explain what a cohesive phrase is - Identify why a cohesive phrase/connective has been used to: - o Order - o Add to - o Explain - o Contrast - o Conclude - Write a cohesive connective/phrase to: - o Order - o Add to - o Explain - o Contrast - o Conclude - Explain why the phrase or connective was chosen	Subject knowledge pack Section 3: word class