

## English Curriculum Overview

William Read Primary Academy

### Year 3

#### Text Type Overview

Autumn	Spring	Summer
<b>Dictionaries/thesaurus/reference books</b> – extreme Earth <b>Ref books (to include writing a non-chron report</b> – extreme Earth  <b>Narrative stories with familiar settings</b> <b>Performance poems</b> - Christmas <b>Instructions</b> – making a game or a toy	<b>Adventure stories</b> – Stone Age Boy <b>Diaries</b> – linked to Stone Age Boy <b>Letters</b> – to Stone Age Boy  <b>Free-verse poetry</b>	<b>Explanation texts</b> – food groups or how a plant grows/ caterpillars life cycle <b>Fairy stories/folk tales</b> – 3 Billy Goats Gruff/ Hansel and Gretel <b>Newspaper reports</b> – 3 Billy Goats Gruff/ Three Little Pigs – Literacy Shed <b>Poetry</b>

**Core Texts: (To include half the teaching time on class novels and half on ‘VIPERS’ guided reading sessions.**

	Autumn Term	Spring Term	Summer Term
Green Set:	The Firemaker’s Daughter by Philip Pullman	James and the Giant Peach by Roald Dahl or Stig of the Dump by Clive King	VIPERS
Orange Set:	Adventure Series Bear Grylls	The Diary of a Killer Cat by Anne Fine Stig of the Dump by Clive King VIPERS	VIPERS
Yellow Set:	RWI	RWI/ Stage 2 VIPERS	Stage 3 VIPERS Short Stories Enormous Crocodile by Roald Dahl
Red Set:	Phonics teaching continues as appropriate RWI	RWI	RWI and VIPERS stage 1

### Vocabulary – Year 3

New Vocabulary for This Year:			
Text Type/Reading:		GPS:	
Debate Performance poem Free-verse Folk tale Explanation text Adventure story Reference book Justify Communicate Genre Chapter	Argument Opinion Standard English Play script Audience Sequenced ideas Formal/informal letters Tone Context Inference Evidence	Root word Ambitious vocabulary Structure Paragraph Dialogue Simile/metaphor Layout Apostrophe (for possession/omission) Contraction Common/proper/abstract/collective noun	Prefix Bullet point Imperative verb Preposition Word family Clause Main clause Subordinate clause Direct speech Homophone/near homophone Past/present/future tense
Familiar Vocabulary to Revise this Year:			
Text Type/Reading:		GPS	
Contents Index Glossary Poet Poem Verse/stanza Letter Rhyme Instructions	Letter Diary Non-chronological report Author Illustrator Playwright	Adjective Past tense Present tense Statement Question Command Exclamation Inverted commas Conjunction Spelling pattern	Pronoun Suffix Adverb Consonant Vowel

In addition to this subject specific vocabulary, pupils will experience a range of quality texts to ensure they encounter and learn to use an increasingly wide range of new vocabulary. Teachers encourage children to use the new words they use in their own speech and writing e.g. through the use of vocabulary walls.

### Spoken Language Curriculum Content Year 3:

Statutory Curriculum Objectives:	Statements:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective communication.</li> </ul>	<p>Band 3:</p> <p>I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone and of my voice, and actions</p> <p>I can talk about words and phrases that capture the reader's interest and imagination</p> <p>I can ask questions to improve my understanding of a text</p> <p>I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say</p> <p>I can make up and repeat sentences aloud (including conversations)</p> <p>I can read aloud my own writing controlling the tone and volume of my voice so that the meaning is clear</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them</p> <p>I can make a spoken report on findings from scientific enquiries</p> <p>I can use relevant scientific language to discuss my ideas and communicate findings in ways that are appropriate for different audiences</p>

### Reading Objectives Year 3:

Statutory Curriculum Objectives:	Statements:
<p><b>Word Reading:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Reading Comprehension:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ using dictionaries to check the meaning of words that they have read</li> <li>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>▪ identifying themes and conventions in a wide range of books</li> <li>▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> </ul>	<p><b>Word Reading Band 3:</b></p> <p>I can use my knowledge of root words , prefixes ( including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words</p> <p>I can read further exception words including words that do not follow spelling patterns</p> <p><b>Reading Comprehension Band 3:</b></p> <p>I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can read a wide range of books including fairy stories, myths and legends and retell some of them to others</p> <p>I can tell you what a book that I am reading is about</p> <p>I can read aloud poems and perform play scripts</p> <p>I can discuss words in the books that I read that excite me</p> <p>I can understand what I have read, checking that it makes sense by talking to others about it</p> <p>I can ask questions about the texts that I have read to help me understand them I can work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>I can predict what might happen from clues in what I have read</p> <p>I can tell someone about the main ideas in a paragraph</p>

<ul style="list-style-type: none"> <li>▪ discussing words and phrases that capture the reader's interest and imagination</li> <li>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ asking questions to improve their understanding of a text</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>▪ identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>▪ retrieve and record information from non-fiction <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> </li> </ul>	<p>I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech</p> <p>I can use non-fiction texts to find out information on a subject</p> <p>I can talk about books and poems and I can take turns in telling people about them</p>
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Writing Objectives Composition:

Statutory Curriculum Objectives:	Oxford Writing Criterion Scale Statements:
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<ul style="list-style-type: none"> <li>▪ plan their writing by:             <ul style="list-style-type: none"> <li>▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>▪ discussing and recording ideas</li> </ul> </li> <li>▪ draft and write by:             <ul style="list-style-type: none"> <li>▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>▪ organising paragraphs around a theme</li> <li>▪ in narratives, creating settings, characters and plot</li> <li>▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>▪ evaluate and edit by:             <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).</li> <li>2. Can usually join handwriting.</li> <li>3. Can use a range of chosen forms appropriately and consistently (If the writing is a narrative, simple report or recount of a known story, this cannot be ticked. If it is another genre, it can be ticked).</li> <li>4. Can adapt their chosen form to the audience (e.g. provide information about characters or setting, make a series of points, use brackets for asides etc).</li> <li>5. Can sometimes use interesting and ambitious vocabulary (they should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'evaporate' in science.</li> <li>6. Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).</li> <li>7. Can extend sentences using a wider range of connectives to clarify relationships between points and ideas.</li> <li>8. Can usually use correct grammatical structures in sentences (nouns and verbs generally agree).</li> <li>9. Can use pronouns appropriately to avoid the awkward repetition of nouns.</li> <li>10. Can use most punctuation accurately (full stop and capital letter, question mark, exclamation mark, comma, apostrophe).</li> <li>11. Can structure and organise work clearly (e.g. beginning, middle, end; letter structure; dialogue structure).</li> <li>12. Is beginning to use paragraphs.</li> <li>13. Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries etc.).</li> <li>14. Can write neatly, legibly and accurately, mainly in a joined style.</li> <li>15. Can use adjective and adverbs for description.</li> <li>16. Can spell phonetically regular or familiar common polysyllabic words accurately, and most of the Year 3 High Frequency Words and the Year 3 words in the NC Appendix 1.</li> <li>17. Can develop characters and describe settings, feelings and/or emotions etc.</li> <li>18. Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc.).</li> <li>19. Can attempt to give opinion, interest or humour through detail.</li> <li>20. Can use generalizing words for style (e.g. sometimes, never, always, mainly, mostly, generally etc) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win).</li> <li>21. Is beginning to develop a sense of pace (writing is lively and interesting).</li> </ol>
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## Vocabulary, Grammar and Punctuation

Autumn Term	Spring Term	Summer Term	Statements:
<p><b>Teach:</b> Formation of nouns using a range of prefixes e.g. super, anti, auto, Introduction to paragraphs as a way to group related material. Use of inverted commas to mark speech.</p> <p><b>Revise:</b> Subordination and correct use of tenses from Year2 Use of capital letters, full stops, question marks, exclamation marks and use of apostrophe to mark possession and omission.</p> <p>Statutory vocabulary this year: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (and speech marks)</p>	<p><b>Teach:</b> Use of headings and subheadings to aid presentation. Expressing time, place and cause using conjunctions (for example 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 forms of 'a' or 'an' according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box)</p> <p><b>Revise:</b> Paragraphs Use of inverted commas.</p>	<p><b>Teach:</b> 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) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, dissolve, insoluble)</p> <p><b>Revise:</b> Expressing time, place and cause using conjunctions (for example 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 forms of 'a' or 'an' according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box)</p>	<p>Band 3 Statements:</p> <p>I can create new words using a range of prefixes including super-, anti-, auto-</p> <p>I can understand when to use 'a' or 'an' in front of a word</p> <p>I can identify word families based on root words &lt;eg&gt;solve, solution, dissolve, insoluble&lt;/eg&gt;</p> <p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of</p> <p>I can use paragraphs</p> <p>I can use headings and sub-headings</p> <p>I can use the present perfect form of verbs &lt;eg&gt;He has gone out to play contrasted with He went out to play&lt;/eg&gt;</p> <p>I can use speech marks correctly</p> <p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p>



## Spelling:

### Statutory Objectives:

Pupils should be taught to:

- 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.

Autumn Rising Stars Year 3	Spring Year 3	Summer Year 3
<p>Test 1: Year 2 review of suffixes (-ed, -ing, -er, and -est)</p> <p>Test 2: Year 2 review of suffixes (-ness, -ment, -ful, -less)</p> <p>Test 3: 'i' spelt 'y'</p> <p>Test 4: 'u' spelt 'ou'</p> <p>Test 5: 'ai' sound spelt 'ei', 'eigh' or 'ey'</p> <p>Test 6: un-prefix</p> <p>Test 7: dis- prefix</p> <p>Test 8: mis- prefix</p> <p>Test 9: re- prefix</p> <p>Test 10: word families</p>	<p>Test 1: spelling review</p> <p>Test 2: super- prefix</p> <p>Test 3: anti- and sub- prefixes</p> <p>Test 4: auto- prefix and review work on prefixes</p> <p>Test 5: -ly suffix (change the 'y' to an 'i')</p> <p>Test 6: -ly suffix (-le changed to -ly)</p> <p>Test 7: -ally suffix</p> <p>Test 8: -ation suffix</p> <p>Test 9: Double consonants</p> <p>Test 10: split digraphs – long vowel sounds</p>	<p>Test 1: -ly suffix and spelling review</p> <p>Test 2: in- prefix</p> <p>Test 3: il- and im- prefixes</p> <p>Test 4: ir- prefix</p> <p>Test 5: inter-prefix</p> <p>Test 6: homophones and near-homophones</p> <p>Test 7: homophones and near-homophones</p> <p>Test 8: words from across the curriculum</p> <p>Test 9: suffixes (vowel letters)</p> <p>Test 10: -sion and -tion endings</p>

**NB the school chosen spelling pattern will cover all the statutory spelling objectives, including the statutory word lists. 30 weeks' worth of spelling lists are provided, allowing up to 9 additional weeks for topic based spelling, filling learning gaps or revision.**

## 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 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].

### **Additional Guidance:**

Please see the Jane Considine papers for text type progression.

When planning, please note that the statutory requirements are in black, additional guidance is in blue.