

# Year 3 English Programme of Study

Reading: word reading	Reading: comprehension	Writing: transcription Spelling	Writing: transcription Handwriting	Writing: composition	Spelling, Grammar & Punctuation	Spoken language
<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 Appendix 1, 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>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> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry (e.g. 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 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> <li>retrieve and record information from non-fiction</li> <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>(see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>  <b>The /t/ sound spelt y elsewhere than at the end of words</b>  <b>The /n/ sound spelt ou</b>  <b>More prefixes</b>  <b>The suffix –ation</b>  <b>The suffix –ly</b>  <b>Words with endings sounding like /ʒə/ or /tʃə/</b>  <b>Endings which sound like /ʒən/</b>  <b>The suffix –ous</b>  <b>Endings which sound like /fən/, spelt –tion, –sion, –ssion, –cian</b>  <b>Words with the /k/ sound spelt ch (Greek in origin)</b>  <b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>  <b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b>  <b>Words with the /s/ sound spelt sc (Latin in origin)</b>  <b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b>  <b>Possessive apostrophe with plural words</b>  <b>Homophones or near-homophones</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting, e.g. 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.</li> </ul>	<p>Pupils should be taught to:</p> <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, grammar and vocabulary</li> <li>discussing and recording ideas</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 (See Appendix 2)</li> <li>organising paragraphs around a theme</li> </ul> </li> </ul> </li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</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, e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> </ul> </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>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar of word structure in Appendix 2</li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech</li> </ul> </li> <li>use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> <p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super-, anti-, auto-</i>  Use of the <b>determiners</b> <i>a or an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <i>a rock, an open box</i>)  Headings and sub-headings to aid presentation</p> <p>Terminology for pupils:  Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p> </li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</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>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <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 <ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> <li>identifying how language, structure, and presentation contribute to meaning</li> <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> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary</li> <li>discussing and recording ideas</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>