

## YEAR 3 English 'at a glance'

<p><b>Spoken Language</b></p> <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> </ul>	<ul style="list-style-type: none"> <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>
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<p><b>Reading – 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>Writing - Transcription</b></p> <p>Pupils should be taught to:</p> <p>Spelling (see <a href="#">English Appendix 1</a>)</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (English Appendix 1)</li> <li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</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>Handwriting and presentation</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 [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].</li> </ul>
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### APPENDIX 1 – Spelling Year 3 and 4

<p><b>Adding suffixes beginning with vowel letters to words of more than one syllable</b></p> <p>forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,</p> <p><b>The /ɪ/ sound spelt y elsewhere than at the end of words</b> myth, gym, Egypt, pyramid, mystery</p> <p><b>The /ʌ/ sound spelt ou</b> young, touch, double, trouble, country</p> <p><b>More prefixes</b></p> <p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> <p>il-: illegal, illegible,</p> <p>im-: immature, immortal, impossible, impatient, imperfect</p> <p>ir-: irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p>	<p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p> <p><b>The suffix –ation</b> information, adoration, sensation, preparation, admiration</p> <p><b>The suffix –ly</b> sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically</p> <p><b>Words with endings sounding like /ʒə/ or /tʃə/</b> measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure</p> <p><b>Endings which sound like /ʒən/</b> division, invasion, confusion, decision, collision, television</p> <p><b>The suffix –ous</b> poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous</p> <p><b>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</b> invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician</p>	<p><b>Words with the /k/ sound spelt ch (Greek in origin)</b> scheme, chorus, chemist, echo, character</p> <p><b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b> chef, chalet, machine, brochure</p> <p><b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b> league, tongue, antique, unique</p> <p><b>Words with the /s/ sound spelt sc (Latin in origin)</b> science, scene, discipline, fascinate, crescent</p> <p><b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b> vein, weigh, eight, neighbour, they, obey</p> <p><b>Possessive apostrophe with plural words</b> girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's opulation)</p> <p><b>Homophones or near-homophones</b> accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>
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<b>Word List – Year 3/4</b>								
accident(ally)	calendar	difficult	February	history	medicine	peculiar	quarter	strength
actual(ly)	caught	disappear	February	imagine	mention	perhaps	question	suppose
address	centre	early	forward(s)	increase	minute	popular	recent	surprise
answer	century	earth	fruit	important	natural	position	regular	therefore
appear	certain	eight/eighth	grammar	interest	naughty	possess(ion)	reign	though/although
arrive	circle	enough	group	island	notice	possible	remember	thought
believe	complete	exercise	guard	knowledge	occasion(ally)	potatoes	sentence	through
bicycle	consider	experience	guide	learn	often	pressure	separate	various
breath	continue	experiment	heard	length	opposite	probably	special	weight
breathe	decide	extreme	heart	library	ordinary	promise	straight	woman/women
build	describe	famous	height	material	particular	purpose	strange	

<b>Reading - Comprehension</b> Pupils should be taught to:	<b>Writing - Composition</b> Pupils should be taught to:	<b>Vocabulary, grammar and punctuation</b> Pupils should be taught to:
<p>develop positive attitudes to reading and understanding of what they read by:</p> <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> <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> </ul> <p>understand what they read, in books they can read independently, by:</p> <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> <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>	<p>plan their writing by:</p> <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> <p>draft and write by:</p> <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> <p>evaluate and edit by:</p> <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> <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>	<p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>indicate grammatical and other features by:</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p><b>Appendix 2 – Grammar Year 3</b></p> <ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</li> <li>Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</li> <li><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</li> <li>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> <li>Introduction to inverted commas to <b>punctuate</b> direct speech</li> </ul> <p><b>Terminology for pupils</b></p> <p><i>preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i></p>