

## Y3 English

### Writing composition coverage

Pupils should be taught to:

#### **plan their writing by:**

- **discussing** writing **similar** to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **discussing** and **recording ideas**

#### **draft and write by:**

- **composing** and **rehearsing sentences orally** (including dialogue), progressively building a varied and rich **vocabulary** and an increasing range of **sentence structures** ([English Appendix 2](#))
- organising **paragraphs** around a theme
- in narratives, **creating settings, characters and plot**
- in **non-narrative** material, using **simple organisational devices** [for example, headings and sub-headings]

#### **evaluate and edit by:**

- **assessing the effectiveness** of their own and others' writing and **suggesting improvements**
- **proposing changes** to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **proof-read** for spelling and punctuation errors
- **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**.

### Y3 Handwriting expectations

Pupils should be taught to:

- 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].

### Y3 - Grammar, Vocabulary and Punctuation

Pupils should be taught to:

**develop their understanding of the concepts set out in English Appendix 2 by:**

- extending the **range of sentences** with more than one clause by using a wider range of **conjunctions**, including when, if, because, although
- using the **present perfect** form of verbs in contrast to the past tense
- **choosing nouns or pronouns appropriately** for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express **time and cause**
- using **fronted adverbials**
- learning the grammar for years 3 and 4 in English

**indicate grammatical and other features by:**

- using **commas after fronted adverbials**
- indicating possession by using the **possessive apostrophe** with **plural nouns**
- using and **punctuating direct speech**
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

### Y3 writing transcription

**Spelling (see English Appendix 1)**

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.
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### Y3 word reading

Pupils should be taught to:

- apply their growing knowledge of **root words, prefixes and suffixes** (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **read further exception words**, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Y3 Comprehension

Pupils should be taught to:

**maintain positive attitudes to reading and understanding of what they read by:**

- **listening** to and **discussing** a **wide range** of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are **structured in different ways** and reading for a **range of purposes**
- **using dictionaries** to check the meaning of words that they have read
- increasing their **familiarity** with a wide range of books, including fairy stories, myths and legends, and **retelling** some of these **orally**
- **identifying themes and conventions** in a wide range of books
- **preparing poems** and **play scripts** to **read aloud** and to **perform**, showing understanding through intonation, tone, volume and action
- **discussing** words and phrases that capture the reader's interest and imagination
- recognising some **different forms of poetry** [for example, free verse, narrative poetry]

**understand what they read, in books they can read independently, by:**

- **checking** that the text makes sense to them, **discussing** their **understanding** and **explaining** the **meaning** of words in context
- **asking questions** to improve their understanding of a text
- **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
- **identifying main ideas** drawn from more than one paragraph and summarising these
- identifying how **language, structure,** and **presentation** contribute to **meaning**
- **retrieve** and **record** information from non-fiction
- **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.

## Y3 Spoken Word

Pupils should be taught to:

- **listen** and **respond appropriately** to adults and their peers
- **ask relevant questions** to extend their understanding and knowledge
- use relevant strategies to build their **vocabulary**
- **articulate** and **justify** answers, arguments and opinions
- give **well-structured descriptions, explanations** and **narratives** for different purposes, including for expressing feelings
- **maintain attention** and **participate actively** in collaborative **conversations**, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through **speculating, hypothesising, imagining** and **exploring ideas**
- **speak audibly** and **fluently** with an increasing command of **Standard English**
- participate in **discussions, presentations, performances, role play, improvisations** and **debates**
- gain, maintain and monitor the **interest of the listener(s)**
- **consider** and **evaluate different viewpoints**, attending to and building on the **contributions of others**
- select and use **appropriate registers** for effective communication.