



Year 3

Reading

Pupils should be taught to:

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

Pupils should be taught to develop 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, cinquains)

Pupils should be taught to understand what they read by:

- Checking that the book 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

Pupils should be taught to:

- **Retrieve**, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say

Words in **bold** link directly to **VIPERS** (referred to in our Approach to Reading).

Writing – purpose and process

Pupils should be taught to produce writing for three key purposes: to entertain, to persuade and to inform

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

Pupils should be taught to 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
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices (for example, headings and subheadings)

Pupils should be taught to 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
- Proofreading increasing amounts of their own writing for spelling and punctuation errors, focusing on one aspect of writing at a time

Pupils should be taught to 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.



Year 3

Writing – text structure

Fiction

- Use different planning tools: e.g. story map / story mountain / 'Boxing-up' grid
- Plan opening around character(s), setting, time of day and type of weather
- Use paragraphs to organise ideas into each story part
- Use the 5-part story plot: introduction – should include detailed description of setting or characters; build-up – build in some tension or suspense towards the problem or dilemma; problem/dilemma – include detail of actions/dialogue; resolution – should link with the problem; ending – clear ending should link back to the start, show how the character is feeling or show how the character or situation has changed from the beginning.

Non-fiction

- Use different planning tools: e.g. 'Boxing-up' grid or flow diagram or text map
- Include a simple opening and conclusion
- Use sub-headings to introduce sections/paragraphs
- Begin to use paragraphs to organise ideas around a theme
- Begin to use topic sentences to introduce paragraphs
- Include other layout features e.g. bullet points for facts, top tips or amazing facts boxes

Writing - grammar

- Secure use of single-clause sentences and multi-clause sentences using coordinating conjunctions: and, or but, so, for, nor, yet (FANBOYS)
- Begin to identify a main and subordinate clause within a multi-clause sentence
- Identify nouns, verbs, adjectives and adverbs within single-clause sentences
- Use multi-clause sentences with different conjunctions - including when, if and because - to show time, place and cause
- Vary sentence length: long sentences to add description or information; short sentences for emphasis or making key points
- Vary sentence openings e.g. fronted adverbials; pronoun to refer back and avoid repetition; list of 3.
- Use adverbial phrases to show 'where', 'when' or 'how' the verb occurs
- Use dialogue with a powerful speech verb to show character
- Use powerful verbs to have an effect
- Recognise and use prepositions (e.g. on, under, next to, in)
- Use technical vocabulary to add detail and precision (e.g. specific historical or scientific words)
- Know that proper nouns refer to a particular person or thing
- Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition
- Use of the perfect form of verbs to mark relationships of time and cause. E.g. **He has done** his homework, **we have worked** hard all morning, **I have baked** a cake.

Writing – punctuation

Consolidate previously taught punctuation and secure the following:

- Use a colon before a list. Note that a main clause should precede a colon.
- Use apostrophes to mark singular possession
- Use of inverted commas for direct speech
- Use a comma after a fronted adverbial (e.g. Later that day, I heard the bad news.)

Writing - spelling

- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell and use words from NC statutory lists for Year 1/2
- Begin to spell and use words from the Y3/4 statutory list
- Begin to use the first two or three letters of a word to check its spelling in a dictionary
- Understand that the relationship between words can help with spelling e.g. bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it
- Nouns formed from prefixes e.g. auto... super...anti...
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The /i/ sound spelt y elsewhere than at the end of words
- The /ʌ/ sound spelt ou
- More prefixes and the suffix -ly
- Words with the /ei/ sound spelt ei, eigh, or ey
- Words with the //j/ sound spelt ch Consolidate suffix rules from Y2:
- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
- Adding the endings -ing, -ed, -er, -est and -y to words ending i-e with a consonant before it
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Writing – handwriting

Pupils should be taught to write legibly, fluently and with increasing speed by:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left printed as opposed to joined
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)