



St James' Church of England Primary School

Key Learning in English – Year 3



Word Reading

As above and:

- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *un-*, *dis-*, *-mis-*, *re-*.
- Use suffixes to understand meanings e.g. *-ation*, *-ous*.
- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.

Comprehension

As above and:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a range of fiction, poetry, plays, non-fiction.
- Regularly listening to whole novels read aloud by the teacher.
- Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.
- Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*
- Recognising some different forms of poetry e.g. *narrative, free verse*.
- Reading books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.
- Using dictionaries to check meanings of words they have read.
- Sequencing and discussing the main events in stories.
- Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales, Rudyard Kipling Just So Stories*.
- Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*.
- Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*.
- Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.
- Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.

Understand what they read independently by:

- Discussing their understanding of the text
- Explaining the meaning of unfamiliar words by using the context
- Making predictions based on details stated
- Raising questions during the reading process to deepen understanding e.g. *I wonder why the character*.
- Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text
- Using point and evidence to structure and justify responses.
- Discussing the purpose of paragraphs.
- Identifying a key idea in a paragraph.

Retrieve and record information from non-fiction

- Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.

	<ul style="list-style-type: none"> Quickly appraising a text to evaluate usefulness. Navigating texts in print and on screen. <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none"> Developing and agreeing on rules for effective discussion. Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.
--	--

Composition	Composition	Transcription	Handwriting
Vocabulary, grammar and punctuation		Spelling (see also the Lancashire Supporting Spelling document for further detail and advice)	
<p>As above and:</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>. Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Discussing and recording ideas for planning. Creating and developing settings for narratives. Creating and developing characters for narrative. Creating and developing plots based on a model. Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt. Use the first two 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. Learn to spell new words correctly and have plenty of practice in spelling them. Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>). Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>As above and:</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins. Write legibly.

- Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box*.
- Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.
- Explore and collect words with **prefixes** *super, anti, auto*.

- Grouping related material into paragraphs.
- Using headings and sub headings to organise information.

Evaluate, and edit by:

- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discussing and proposing changes with partners and in small groups.
- Improving writing in the light of evaluation.

Perform their own compositions by:

- Using appropriate intonation, tone and volume to present their writing to a group or class.

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Listen and retain key points from a range of situations, e.g. information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing. - Listen to their peers and retain key points in a range of situations e.g. following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc. - Listen and identify how intonation and expression affects meaning, e.g. when listening to others perform a play script, persuasive advert or poem. - Listen and consider viewpoints from adults and peers, e.g. different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science or using historical evidence to identify a point of view. 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond to questions posed by an adult or peer, orally, related to who, what, where, when, why and how, and ask further relevant questions to extend understanding and knowledge. - Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. - Take turns when making contributions and responding to others, in a variety of group situations e.g. discussions and debates. - Provide oral explanations, extending with additional details e.g. hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc. 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Use Standard English verb inflections when speaking, e.g. - I was - we were - they are - Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although during talk to extend ideas, using speaking frames to support, e.g. - When the Romans arrived in Britain, they... - Since 43AD... - If the character... 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry and across the curriculum. - Describe settings orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe characters orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe feelings orally, following modelling, using precise vocabulary provided by an adult and/ or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. props, images, actions and story maps. - Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. props, images, actions and text maps. - Participate in a range of drama approaches in English and across the curriculum, e.g. talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference. - Take part in imaginative role play, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately. - Prepare poems and play scripts to perform, using intonation, tone and volume when presenting to an audience, e.g. different groups, another class, whole school.

- Speak audibly and fluently when communicating with others in pairs, groups and whole class situations

- Use non-verbal gestures whilst presenting and performing to gain the audience's interest.