Year 3 English Curriculum Overview and Skills

Reading KPIs:

- Read a proportion (>25%) of the Year 3 and 4 statutory words
- Apply a growing knowledge of root words, prefixes and suffixes.
- Read a range of fiction, poetry, plays, and non-fiction texts.
- Discuss the texts that I read.
- Read aloud and independently, taking turns and listening to others.
- Explain how non-fiction books are structured in different ways and can use them effectively.
- Use a dictionary to check the meaning of unfamiliar words.
- Describe some of the different types of fiction books.
- Ask relevant questions to get a better understanding of a text.
- Predict what might happen based on the details I have read.
- Comment on the way characters relate to one another.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Reading Progression of Skills:

Reading Progression Map Year R- 6		
	Word Reading	**Understanding Text**
Year 3	- To decode unfamiliar words drawing on phonic knowledge and skills - Apply a growing range of root words and suffixes and prefixes - To read some exception words from Years 3&4 list and note their spelling - To read with growing fluency and accuracy - To begin to use intonation to interest the reader	- To read, listen and familiarise to a range of styles of text including fairy-tales, modern fiction and myths and legends - To listen to and recite poetry - To use school and community libraries to choose books for pleasure and purpose - To begin to understand how books can be organised using a classification system - To discuss text e.g. what can be inferred by character's actions and feelings, choice of words to capture imagination, how structure and presentation contribute to meaning - To retrieve and to record information from text

		• To make predictions based on what is stated and begin to draw on what is implied • To summarise key ideas within a paragraph • To read and listen to whole books independently and as a class • To talk about books that are read and share own opinions about them • To make inference beginning to find evidence to support these ideas

Writing KPIs:

- Spell a proportion (>25%) of Year 3 and 4 statutory words
- Use conjunctions (when, so, before, after, while, because, since, that)
- Use adverbs (e.g. before, later, during, in, because of).
- Use prepositions (e.g. before, after, during, carefully, never)
- Experiment with adjectives create impact.
- Correct use of verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency

Writing Purpose for Writing/ Genre Outcomes:

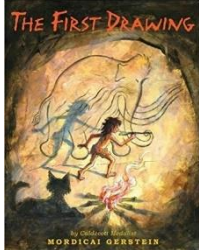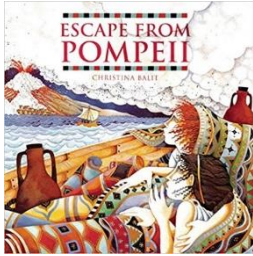|	Fiction	Non-Fiction	Poetry
3	• To write a narrative inspired by reading across the curriculum to entertain. • To write narrative set in a historical setting to inform the reader of a sense of period • Create characters, settings and plots to entertain • To write narratives set in a familiar setting using a range of descriptive phrases to entertain • To begin to use some figurative language e.g. simile and metaphor • To write a diary in first person conveying thoughts and actions of character to inform • To write an adventure story to entertain • To write a mythical story to entertain	• To write a recount of events using sequenced paragraphs to guide the reader • To write a non-chronological report where ideas are grouped and organised to inform • To use organisational devices such as headings, sub-headings to guide the reader • To write a letter using appropriate tone, grammar and punctuation • To write persuasively • To write explanations to inform • To write a set of instructions using a series of sequential commands which use the appropriate grammar and tone to inform a given audience	• Learn by heart and perform a significant poem • Write haiku to entertain • Write cinquain to entertain • Write poems that convey an image (simile, word play, rhyme and metaphor) to entertain

Writing Progression of Skills:
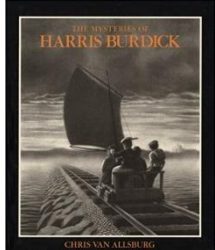
Writing Skills Progression Map Years R- 6					
Year Group	Sentence Level	Punctuation	Spelling	Vocabulary/ Grammatical terms	Handwriting
3	• How to begin to use paragraphs to organise and group ideas.	• Capital letters • Full Stops • ? accurately • ! • , for lists	• Spelling some of the Year 3/4 statutory spelling rules correctly and spell words with prefixes, suffixes (e.g. anti, auto and super).	• Preposition of time: O'clock, at the weekend, on Wednesday	• Produce fluent, legible and joined handwriting.

	• How to express time, place and cause using conjunctions, adverbs and prepositions • How to use headings and subheadings to organise texts. • How to use the present perfect form of verbs in replace of simple past. • Use accurate a / an determiners. • Use appropriate choice of pronouns and nouns within and across sentences. • Use co-ordinating conjunctions in the middle and at the start of sentences • Use prepositions of place as openers to sentences • Explore and use adjectives to add detail and effect	• Apostrophe for contraction and singular possession • Inverted commas to punctuate dialogue Use commas in-front of a co-ordinating conjunction	• Including all previously taught spellings. • Investigate word families.	• Preposition of place: Under, in, through • Conjunction *Sub-ordinate*- although, after, that, as, while *Co-ordinate*- so, but, since • Simile • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas • Direct speech • Adjectives • Adverbs: *Manner*- carefully, fast, gentle, quickly, gracefully *Time*- later, soon, now, before, tomorrow, yesterday, during *Frequency*- sometimes, always, never	

Sentence Types (Writer's Toolbox):

Sentence Type Progression Map Years 1-6		
Year Group	**Writer's Toolkit Sentence Type**	**Progression Map reference**
1	Simple Sentence	Use capital letters and full stops
2	Simple Sentence Red, White and Blue Sentence Power Sentence	Use capital letters and full stops Commas for lists adjectives/ verbs for description
3	Preposition Sentence Adverb Start sentence	Prepositions for time, place, cause, manner
4	-ed Start Sentence -ing Start sentence W Start Sentence Introduce Explore the Subject Sentence	Prepositions for time, place, cause, manner/ Commas after fronted adverbials Use commas following a clause
5	Secure Explore the Subject Sentence Semi-colon Sentence Em- Dash Sentence	Use commas following a clause/ relative clause/ parenthesis Use semi colon Use dashes to mark parenthesis
6	Consolidate the use of 12 sentence structures.	

Core Text:

Teaching from a book	The First Drawing	The Tear Thief	Escape From Pompeii	Poetry	The Flower	The Mysteries of Harris Burdick
	Mordicai Gerstein	Carol Ann Duffy	Christina Balit		John Light	Chris Van Allsberg

Oracy KPIs:

- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
- Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively
- Sustain conversation, explain or giving reasons for their views or choices, and offer other's opinions different to their own.
- Talk with increased fluency in some situations, varying talk to capture and hold the listeners' attention.
- Participate and summarise a discussion
- Ask relevant questions to clarify meaning and demonstrate active listening.
- Extend their vocabulary to specialist and precise language choices

Tier 2 Vocabulary (level 5 –Year 3)

ridiculous	immense
alternate	isolated
ambitious	nestled
amateur	obedient
anxious	perched
appreciate	preferred
cautious	preserve
grasped	quivering
compassion	reassure
crucial	require
despise	resemble
draught	seize
essential	shimmer
exchanged	sympathetic
hesitant	transferred
identical	vigorous
identify	consequence
illuminate	reluctant