

Through our English curriculum, the children will be taught to speak and write fluently and will acquire the essential language skills needed to participate fully as a member of society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Inspiring and enabling our school community to live life to the full



**Crowthorne Church of England Primary School
YEAR 3**

English – Annual Overview of Learning

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

Autumn Term

Unit 1: Stories with familiar settings

Key texts: The Minpins by Roald Dahl

Unit 3: Poetry: Calligrams

Key texts: Calligrams

- Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Plan their writing by beginning to discuss and record ideas.
- Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Use the first two letters of a word to check its spelling in a dictionary.
- Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for some spelling and punctuation errors.
- 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].

- Listening to and discussing a wide range of fiction, **poetry**, plays, non-fiction and reference books or textbooks.
- Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].
- Discussing words and phrases that capture the reader's interest and imagination

- Spell some words that are often misspelt

- Listen and respond appropriately to adults and their peers
- Speak audibly and fluently with an increasing command of Standard English
- Use relevant strategies to build their vocabulary

-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.

Spelling Spring 1 and 2 (from No Nonsense Spelling scheme)
Revisit
 Strategies at the point of writing.
 Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)
Prefixes and suffixes
 Prefixes: 'sub-', 'tele-', 'super-', 'auto-'
 Suffixes 'less' and 'ly'
Rare GPCs
 The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)
Homophones
here/hear, knot/not, meat/meet
Apostrophe
 Revise contractions from Year 2
Proofreading
 Revise proofreading routines
Learning and Practising spellings
 Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

 Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 -Composing and rehearsing sentences orally (including dialogue), progressively building a

Reading

- 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
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and

VPG

-Conjunctions (subordinating [when, if, because] and coordinating [and, or, but])
 -Use of the present perfect form of verbs instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Speaking and Listening

-Listen and respond appropriately to adults and their peers.
 -Ask relevant questions to extend their understanding and knowledge.
 -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

<p>varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> -In narratives, creating settings, characters and plot - Discussing writing similar to that which that are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas. - Assessing the effectiveness of their own and others' writing and suggesting improvements. - Proof-read for spelling and punctuation errors. - 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. 	<p>reference books or textbooks.</p> <ul style="list-style-type: none"> - 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. - Using dictionaries to check the meaning of words that they have read. 		<ul style="list-style-type: none"> -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
--	---	--	--

Unit 2: Stories by the same author
Key texts: I'll take you to Mrs Cole by Michael Foreman (Dinosaurs and all that Rubbish, Cat and Dog, The Littlest Dinosaur, Little Albatross)

<ul style="list-style-type: none"> -Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p>Draft and write by:</p> <ul style="list-style-type: none"> - Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although -Creating settings, characters and plot -Organising paragraphs around a theme -Understanding paragraphs as a way to group related material. 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Listening to and discussing a wide range of fiction - Increasing their familiarity with books -Discussing words and phrases that capture the reader's imagination <p>Understand what they read by:</p> <ul style="list-style-type: none"> -predicting what might happen -drawing inferences; inferring characters' feelings, thoughts, motives from actions -Identifying main ideas drawn from more than one paragraph and summarising these. -Predicting what might happen from details stated and implied - 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use further prefixes and suffixes and understand how to add them -choosing pronouns appropriately -extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although -Spell some homophones. -using apostrophes -using and punctuating direct speech 	<ul style="list-style-type: none"> - listen & respond appropriately to their peers - use spoken language to explore ideas articulate/justify answers & opinions participate in discussions
--	--	---	--

Alternative Unit 2: Narrative
Key Text: Varmints by Helen Ward (linked to RE: God as Creator unit)

<p>-Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>b. beginning to discuss and record ideas.</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> - Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although -Creating settings, characters and plot -Organising paragraphs around a theme -Understanding paragraphs as a way to group related material. <p>-Use the first two letters of a word to check its spelling in a dictionary</p> <ul style="list-style-type: none"> - Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements. 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing fiction - increasing their familiarity with books - discussing words and phrases that capture the reader's imagination <p>Understand what they read by:</p> <ul style="list-style-type: none"> - predicting what might happen - asking questions to improve their understanding of a text. - Identifying how language, structure, and presentation contribute to meaning. - beginning to predict what might happen from details stated and implied - Identify main ideas drawn from more than one paragraph and summarising these. - drawing inferences; inferring characters' feelings, thoughts, motives from actions, and justifying inferences with evidence -beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - beginning to use dictionaries more confidently to check the meaning of words that they have read and use them in their own work. 	<p>Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material.</p> <p>Develop their understanding of the concepts in Appendix 2 by:</p> <ul style="list-style-type: none"> a. using a wider range of conjunctions d. using conjunctions, adverbs and prepositions to express time and cause <p>Develop understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> c. choosing pronouns appropriately 	<ul style="list-style-type: none"> - listen & respond appropriately to their peers - Ask relevant questions to extend their understanding and knowledge. - articulate/justify answers & opinions participate in discussions - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Consider and evaluate different viewpoints, attending to and building on the contributions of others. -participate in discussions, presentations, performances, role play, improvisations and debates. - use spoken language to explore ideas -select and use appropriate registers for effective communication
---	--	---	--

Unit 3: Metaphor/personification poetry
Key Text: The Black Book of Colours

<p>-Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>-Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>-assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>-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.</p> <p>- Increase the legibility, consistency and quality of their handwriting [for example, by</p>	<p>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-Reading books that are structured in different ways and reading for a range of purposes</p> <p>-discussing words and phrases that capture a reader's interest and imagination</p> <p>- recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>-checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>- asking questions to improve their understanding of a text</p> <p>- drawing inferences such as inferring characters' feelings, thoughts, motives from their actions, and justifying inference with</p>	<p>Develop their understanding of the concepts set out in the English appendix 2 by:</p> <ul style="list-style-type: none"> - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> - 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 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
---	---	--	---

<p>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]. -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.</p>	<p>evidence -identifying how language, structure and presentation contribute to meaning.</p>		
--	--	--	--

Unit 4: Non-Chronological Reports
Key texts: Collins Big Cat books, (National Geographic videos)

<ul style="list-style-type: none"> - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - Using simple organisational devices [for example, headings and sub-headings] to aid presentation. - Organising paragraphs around a theme. 	<ul style="list-style-type: none"> - Reading books that are structured in different ways and reading for a range of purposes. - Retrieve and record information from non-fiction. - Identifying main ideas drawn from more than one paragraph and summarising these - Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> -Headings and sub-headings. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> - Use relevant strategies to build their vocabulary. - Articulate and justify answers, arguments and opinions. - Listen and respond appropriately to adults and their peers. - Ask relevant questions to extend their understanding and knowledge. - Participate in discussions, presentations, performances, role play, improvisations and debates. - Consider and evaluate different viewpoints, attending to and building on the contributions of others.
--	---	---	---

Unit 5: Anti-bullying film unit
Key Texts: ‘For the birds’ animation

<p>Plan writing by: -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 - organising paragraphs around a theme -</p>	<ul style="list-style-type: none"> -identifying themes and conventions - checking 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. 	<p>Develop their understanding of the concepts set out in the English appendix 2 by:</p> <ul style="list-style-type: none"> - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when , if because, although - Using conjunctions, adverbs and prepositions to express time and cause - Using and punctuating direct speech 	<ul style="list-style-type: none"> - 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 expressing feelings - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Select and use appropriate registers for effective communication.
---	--	--	---

Unit 6: Poetry
- **Key texts: Talking Turkeys- Benjamin Zephaniah, Chocolate Cake – Michael Rosen, Please Mrs Butler- Janet and Allan Ahlberg, Write-a-Rap Rap by Tony Mitton, Black Dot and Fish- Kennings**

<p>-Read aloud their writing, to as group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>- Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>-Listening to and discussing a wide range of poetry.</p> <p>-Preparing poems to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>-Discussing words and phrases that capture the reader's interest and imagination.</p> <p>-Recognising some different forms of poetry</p> <p>-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>-Asking questions to improve their understanding of a text.</p> <p>-Identifying how language, structure, and presentation contribute to meaning.</p> <p>-Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>-Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p>	<p>-Listen and respond appropriately to adults and their peers</p> <p>-Gain, maintain and monitor the interest of the listener(s)</p> <p>-Select and use appropriate registers for effective communication</p> <p>-Ask relevant questions to extend their understanding and knowledge.</p> <p>-Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.</p> <p>-Speak audibly and fluently with an increasing command of Standard English.</p> <p>-Participate in discussions, presentations, performances, role play, improvisations and debates.</p>
--	--	---	---

<p>Spring Term Unit 1: Narrative- Legends Key texts: The Legends of King Arthur</p>			
<p>Writing Including: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>

<ul style="list-style-type: none"> -To use diagonal and horizontal strokes that are needed to join letters and to understand which letters should be left unjoined. -Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -To plan their writing by beginning to discuss and record ideas. - Draft and write by composing and rehearsing simple sentence structures 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 -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. -Proposing changes to grammar and vocabulary to improves consistency, including the accurate use of pronouns in sentences -Read aloud their own writing, to a group or the whole class, suing appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> -Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a 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. <p>Apply their improving 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.</p> <ul style="list-style-type: none"> -Using dictionaries to check the meaning of words that they have read -discussing some words and phrases that capture the reader's interest and imagination -Understand what they read, in books they can read independently, by: Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with actions. -Predicting what might happen from details stated and implied. -Identifying how language, structure, and presentation contribute to meaning. 	<ul style="list-style-type: none"> -Extending the range of sentences with more than one clause by using a wider range of conjunction, including when, if, because, although. - Using the present perfect form of verbs in contrast to the past tense. -Using conjunctions, adverbs and prepositions to express time and cause -Using and punctuating direct speech -Use some prefixes and suffixes and understand how to add them (English Appendix 1). -Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. -Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> -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 -give well-structured descriptions, explanation and narrative for different purposes, including for expressing feelings -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 -consider and evaluate different viewpoints, attending to and building on the contributions of others.
--	--	--	--

Unit 2: Narrative

Key texts: The Secret Garden (abridged version)

<ul style="list-style-type: none"> -Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are 	<ul style="list-style-type: none"> -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 -Increasing their familiarity with a wide range of books, including fair stories, myths and legends, and retelling some of these orally. -Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes 	<ul style="list-style-type: none"> -Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause. -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. - Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate 	<ul style="list-style-type: none"> -ask relevant questions to extend their understanding and knowledge -use relevant strategies to build their vocabulary -give well-structured descriptions, explanation and narrative for different purposes, including for expressing feelings -speak audibly and fluently with an increasing command of Standard English -participate in discussions, presentations, performances, role play, improvisations and debates
---	---	--	---

<p>parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <ul style="list-style-type: none"> -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. -Draft and write by creating simple settings, characters and a basic plot in narratives. -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. 	<p>or text types]</p> <ul style="list-style-type: none"> -Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination. -Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these. 	<p>use of pronouns in sentences.</p> <ul style="list-style-type: none"> - Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech. - Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense. -using fronted adverbials. -using commas after fronted adverbials. 	<ul style="list-style-type: none"> -consider and evaluate different viewpoints, attending to and building on the contributions of others.
--	---	--	--

Unit 3: Persuasive Writing (3 weeks)

Key Text: Flotsam By David Wiesner (Picture Book)

<ul style="list-style-type: none"> -Assessing the effectiveness of their own and others' writing and suggesting improvements. -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. -Use the first two or three letters of a word to check its spelling in a dictionary. -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -Proofread for spelling and punctuation errors. -Discussing and recording ideas. -Organising paragraphs around a theme. -Discussing words and phrases that capture the reader's interest and imagination. -Identifying how language, structure, and presentation contribute to meaning. -Using dictionaries to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> - Discussing words and phrases that capture the reader's interest and imagination. - 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 - 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 	<ul style="list-style-type: none"> - Extending the range of sentences with more than one clause by using a wider range of conjunction, including when, if, because, although. - Using the present perfect form of verbs in contrast to the past tense. -Using conjunctions, adverbs and prepositions to express time and cause -Use some prefixes and suffixes and understand how to add them (English Appendix 1). -Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. -Proof-read for spelling and punctuation errors -Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense. -using fronted adverbials. -using commas after fronted adverbials. 	<ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers - Give well-structured descriptions, explanation and narrative for different purposes, including for expressing feelings - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - 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.
---	--	--	---

Summer Term Unit 1: Narrative (5 weeks) Key texts: The Hodgeheg by Dick King Smith			
Writing Including: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<ul style="list-style-type: none"> -Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Plan their writing by beginning to discuss and record ideas -Use paragraphs to organise ideas around a theme. - In narratives, creating settings, characters and plot. -Assess the effectiveness of their own and others' writing and suggest improvements. 	<ul style="list-style-type: none"> - Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - listening to and discussing a range of fiction - discussing words and phrases that capture the reader's interest and imagination -Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Asking simple questions to improve their understanding of a text. -Predicting what might happen from details stated and implied. 	<ul style="list-style-type: none"> -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. - Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech. -Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause. -Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. - Spell some words that are often misspelt (English Appendix 1). 	<ul style="list-style-type: none"> - Listen and respond appropriately too adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary - 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.
Unit 2: Non-fiction: Explanation Texts (4 weeks) Key texts: Online resources about hedgehogs/ Game instruction manuals/ Explanation texts (various)			
<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> - discussing texts similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary Draft and write by composing and rehearsing sentences orally, progressively building a varied vocabulary and an increasing range of sentence structures. - Organising paragraphs around a theme - In non-narrative material, using simple organisational devices such as headings and sub-headings -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. -To be able to use existing knowledge to read aloud and to be aware that some words sound different to how they are spelt. Understand what they read in books they can read independently by: <ul style="list-style-type: none"> -Identifying main ideas drawn from more than one paragraph and summarising these -Retrieve and record information from non-fiction -Participate in discussion about texts. - Beginning to check that the text makes sense 	<ul style="list-style-type: none"> Use and understand the grammatical terminology used in Appendix 2 - Use further suffixes and understand how to add them. -Using conjunctions, adverbs and prepositions to express time/cause 	<ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - Ask relevant questions to extend their understanding and knowledge - Speak audibly and fluently with increasing command of Standard English - Select and use appropriate registers for effective communication -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

	<p>to them, discussing their understanding and explaining the meaning of words in context.</p> <ul style="list-style-type: none"> - Asking simple questions to improve their understanding of a text. -Reading books that are structured in different ways and reading for a range of purposes. 		
--	---	--	--

Unit 3: Film unit
Key texts: 'Ruckus' film

<p>-Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-Plan their writing by beginning to discuss and record ideas.</p> <p>-Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>-organising paragraphs around a theme</p> <ul style="list-style-type: none"> - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and subheadings] <p>-Use the first two letters of a word to check its spelling in a dictionary.</p> <p>-Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>-Proof-read for some spelling and punctuation errors.</p> <ul style="list-style-type: none"> - 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]. <p>-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.</p>	<p>-using dictionaries to check the meaning of words that they have read</p> <ul style="list-style-type: none"> -discussing words and phrases that capture the reader's interest and imagination - checking 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 	<p>Develop their understanding of the concepts set out in the English appendix 2 by:</p> <ul style="list-style-type: none"> - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when , if because, although - Using conjunctions, adverbs and prepositions to express time and cause - Using and punctuating direct speech 	<p>-listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> - ask relevant questions to extend their understanding and knowledge -use relevant strategies to build their vocabulary - participate in discussions, presentations, performances, role play improvisations and debates -consider and evaluate different viewpoints, attending to and building on the contributions of others.
--	--	--	--

Revisit

Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2

Prefixes and suffixes

Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes

Rare GPCs

The /ɪ/ sound spelt 'y' other than at the end of words (*gym, myth*)

The /ʌ/ sound spelt 'ou' (*young, touch*)

Homophones

heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign

Apostrophe

Revise contractions from Year 2

Proofreading

Proofread own writing for misspellings of personal spelling list words.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.