Year 3 Autumn

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| Spelling | Handwriting | Punctuation | Grammar |
| Pupils should be taught to spell:* Words where the digraph ‘ou’ makes an /ow/ sound (Y2)
* Words where the digraph ‘ou’ makes a /u/ sound
* Words where ‘y’ makes an /i/ sound
* Words ending in ‘-sure’
* Words ending in ‘-ture’
* Words from spelling list: actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular
* Words with the prefix ’re-
* Words with the prefix ’dis-’
* Words with the prefix ’mis-’
* Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words (Y2)
* Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words (Y2)
* Word from spelling list: centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore
* Words with the digraph ‘ai’ and tetragraph ‘aigh’ (Y2)
 | Pupils should revise and be secure:* Use some of the diagonal and horizontal strokes used to join letters (Y2)
* Understand which letters are best left unjoined (Y2)
* Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (Y2)

Pupils should be taught to:* Use the diagonal and horizontal strokes used to join letters (Y3)
* Understand which letters are best left unjoined (Y3)
 | Pupils should revise and be secure:* Use familiar punctuation correctly including full stops, capital letters, exclamation marks and question marks (Y2)
* Use commas to punctuation expanded noun phrases (Y2)
* Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (Y2)
* Use commas to separate items in a list (Y2)

Pupils should be taught to:* Use organisational devices to structure writing e.g. bullet points and sub-headings
* Begin to use inverted commas to punctuate direct speech
 | Pupils should revise and be secure:* Know that suffixes can be added to verbs where a change is needed (Y2)
* Use sentences with different forms: statement, question, command, exclamation (Y2)
* Use some features of written Standard English (Y2)
* Form adjectives using suffixes such as -ful, -less (Y2)
* Form noun using suffixes such as -ness (Y2)
* Use suffixes -er and -est in adjectives (Y2)
* Use -ly in Standard English to turn adjectives into adverbs (Y2)

Pupils should be taught to:* Expanded noun phrases to describe and specify (Y2)
* Use the present and past tenses correctly and consistently, including the progressive form (Y2)
* Use subordination (using when, if, that or because) and co-ordination (or, and or but) (Y2)
* Express time, place and cause using conjunctions, adverbs and prepositions
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| Composition | Context and Purpose | Terminology |
| Pupils should revise and be secure:* Develop positive attitudes towards and stamina for writing (Y2)
* Write down ideas or key words, including new vocabulary (Y2)

Pupils should be taught to:* Develop their ideas through drama and role-play (Y2)
* Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* Use headings and sub-headings to aid presentation
* Begin to use paragraphs as a way to group related material
* Write about settings, characters and plots in narratives
* Use simple organisation devices in non-fiction writing
* Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency
* Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary
* Compose and rehearse sentences orally increasing the range of sentence structures
* Proof read for spelling and punctuation errors
* Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements
* Plan their writing by discussing and recording ideas
* Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
 | **Hello Lighthouse**Write an informal letter to the lighthouse keeper’s wifeWrite a narrative with action and dialogue Write a setting description of the impending disasterWrite a section of the story**Lights on Cotton Rock**Write a setting description of the night skyWrite a description of an objectWrite a scene description including action and dialogue**For the Birds**Write a persuasive argument about the effects of bullyingWrite a persuasive letter to the birds urging them to stopWrite a kenning poem about people in their class**Invasions** Describe a space settingWrite a log book (recount) from the alien’s viewpointWrite a letter home from the alien Write a setting description of a human houseWrite a non-chronological report about crop circles | noun adjectiveverbexpanded noun phrasenoun phrasesubordinationco-ordinationpresent tensepast tensesimilescommagenrethird personfirst personpersonal pronounsuffixapostrophe Standard Englishadverbfactopinionsynonymsdialogueconjunction  | metaphorpersonificationbullet pointsinverted commastime adverbials/conjunctionsparagraphonomatopoeia reporting clauseprepositionclausesubordinate clausemain clause |

 Year 3 Spring

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| Spelling | Handwriting | Punctuation | Grammar |
| Pupils should be taught to spell:* Words with the digraph ‘ei’ and tetragraph ‘eigh’
* Words where the digraph ‘ey’ makes an /ai/ sound
* Words with the suffix ‘–ly’ (Y2)
* Words that are homophones
* Word from spelling list: build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight
* Words ending in ‘al’ (Y2)
* Words ending in ‘le’ (Y2)
* Words ending in ‘-ly’ where the base word ends in ‘le
* Words ending in ‘-ly’ where the base word ends in ‘-ic’
* Words from spelling list: address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence
 | Pupils should revise and be secure:* Use the diagonal and horizontal strokes used to join letters (Y3)
* Understand which letters are best left unjoined (Y3)

Pupils should be taught to:* Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
 | Pupils should revise and be secure:* Use familiar punctuation correctly including full stops, capital letters, exclamation marks and question marks (Y2)
* Use commas to punctuation expanded noun phrases (Y2)
* Use organisational devices to structure writing e.g. bullet points and sub-headings (Y3)

Pupils should be taught to:* Begin to use inverted commas to punctuate direct speech (Y3)
 | Pupils should revise and be secure:* Expanded noun phrases to describe and specify (Y2)
* Use the present and past tenses correctly and consistently, including the progressive form (Y2)
* Use subordination (using when, if, that or because) and co-ordination (or, and or but) (Y2)

Pupils should be taught to:* Express time, place and cause using conjunctions, adverbs and prepositions
* Extend the range of sentences with more than one clause by using a wider range of conjunctions
* Use the forms of an or a according to whether the next words begins with a consonant or vowel
 |
| Composition | Context and Purpose | Terminology |
| Pupils should revise and be secure:* Develop their ideas through drama and role-play (Y2)
* Use headings and sub-headings to aid presentation (Y3)
* Begin to use paragraphs as a way to group related material (Y3)
* Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary (Y3)
* Compose and rehearse sentences orally increasing the range of sentence structures (Y3)

Pupils should be taught to:* Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3)
* Write about settings, characters and plots in narratives (Y3)
* Use simple organisation devices in non-fiction writing (Y3)
* Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency
* Proof read for spelling and punctuation errors (Y3)
* Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements (Y3)
* Plan their writing by discussing and recording ideas (Y3)
* Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3)
* Write for a range of real purposes ad audiences
 | **Jim and the Beanstalk – Raymond Briggs (Modern) (LS)**Purpose – writing to entertainAudience – write own version of a fairy tale for class anthologyPurpose – writing to informAudience – write an information text to describe the functions of a plant for display**Varmints (film clip/book) (Modern/environmental)**Purpose – writing to informAudience – write instructions of planting seedsPurpose – writing to persuadeAudience – write a speech to the secret society of gardeners**Acrostic poem**Purpose – writing to entertainAudience – perform poem in class assembly | subordinationco-ordinationsimilesgenrethird personfirst personpersonal pronounsuffixapostrophe Standard Englishadverbfactopinionsynonymsdialogueconjunction metaphorpersonificationbullet pointsinverted commastime adverbials/conjunctionsparagraphreporting clauseprepositionclausesubordinate clausemain clause | formalinformalrhetorical questionsheadings sub-headingsrhymeemotive languagepersuasive language consonantvowel  |

Year 3 Summer

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| Spelling | Handwriting | Punctuation | Grammar |
| Pupils should be taught to spell:* Words ending in ‘-ly’; exceptions
* Words with the suffix ‘- er’ (Y2)
* Words where the digraph ‘ch’ makes a /k/ sound
* Words ending in ‘-gue’ and ‘-que’
* Words where the digraph ‘sc’ makes a /s/ sound
* Words that are homophones
* Words from spelling list: accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter
* Words ending in ’-sion’
* Words from spelling list: special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
* Revision (Y3)
 | Pupils should revise and be secure:* Use the diagonal and horizontal strokes used to join letters (Y3)
* Understand which letters are best left unjoined (Y3)

Pupils should be taught to:* Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3)
 | Pupils should revise and be secure:* Use familiar punctuation correctly including full stops, capital letters, exclamation marks and question marks (Y2)
* Use commas to punctuation expanded noun phrases (Y2)
* Use organisational devices to structure writing e.g. bullet points and sub-headings (Y3)

Pupils should be taught to:* Begin to use inverted commas to punctuate direct speech (Y3)
 | Pupils should revise and be secure:* Expanded noun phrases to describe and specify (Y2)
* Use the present and past tenses correctly and consistently, including the progressive form (Y2)
* Use subordination (using when, if, that or because) and co-ordination (or, and or but) (Y2)
* Express time, place and cause using conjunctions, adverbs and prepositions
* Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3)
* Use the forms of an or a according to whether the next words begins with a consonant or vowel (Y3)

Pupils should be taught to:* Know that word families are based on common words, showing how words a re related in form and meaning e.g. solve, solution, solver, dissolve
 |
| Composition | Context and Purpose | Terminology |
| Pupils should revise and be secure:* Develop their ideas through drama and role-play (Y2)
* Use headings and sub-headings to aid presentation (Y3)
* Begin to use paragraphs as a way to group related material (Y3)
* Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary (Y3)
* Compose and rehearse sentences orally increasing the range of sentence structures (Y3)

Pupils should be taught to:* Discuss writing similar to writing that they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3)
* Write about settings, characters and plots in narratives (Y3)
* Use simple organisation devices in non-fiction writing (Y3)
* Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency
* Proof read for spelling and punctuation errors (Y3)
* Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements (Y3)
* Plan their writing by discussing and recording ideas (Y3)
* Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3)
* Write for a range of real purposes ad audiences (Y3)
 | **Escape from Pompei (Modern)**Purpose – writing to informAudience – write a newspaper article about the eruptionPurpose – writing to entertainAudience – write a diary from the point of view of a survivor**My name is not Refugee (LS) (BAME)**Purpose – writing to entertainAudience – write a story ‘My name is not new kid’Purpose – writing to informAudience – write a non-chronological report about refugees for display**Cyber Kicks (LS) (film clip)**Purpose – writing to persuadeAudience – write a persuasive advert for trainers to send to local shop**Marshmallow (LS) (film)**Purpose – writing to entertainAudience – retell the story to share with Y2  | subordinationco-ordinationsimilesgenrethird personfirst personpersonal pronounsuffixapostrophe Standard Englishadverbfactopinionsynonymsdialogueconjunction metaphorpersonificationbullet pointsinverted commastime adverbials/conjunctionsparagraphreporting clauseprepositionclausesubordinate clausemain clause | formalinformalrhetorical questionsheadings sub-headingsrhymeemotive languagepersuasive language consonantvowel intensifiersobjectivesubjectivealliterationprefix |