Year 3 Autumn

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | | |
| 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 wife  Write a narrative with action and dialogue  Write a setting description of the impending disaster  Write a section of the story  **Lights on Cotton Rock**  Write a setting description of the night sky  Write a description of an object  Write a scene description including action and dialogue  **For the Birds**  Write a persuasive argument about the effects of bullying  Write a persuasive letter to the birds urging them to stop  Write a kenning poem about people in their class  **Invasions**  Describe a space setting  Write a log book (recount) from the alien’s viewpoint  Write a letter home from the alien  Write a setting description of a human house  Write a non-chronological report about crop circles | | | | noun  adjective  verb  expanded noun phrase  noun phrase  subordination  co-ordination  present tense  past tense  similes  comma  genre  third person  first person  personal pronoun  suffix  apostrophe  Standard English  adverb  fact  opinion  synonyms  dialogue  conjunction | metaphor  personification  bullet points  inverted commas  time adverbials/conjunctions  paragraph  onomatopoeia  reporting clause  preposition  clause  subordinate clause  main clause |

Year 3 Spring

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 entertain  Audience – write own version of a fairy tale for class anthology  Purpose – writing to inform  Audience – write an information text to describe the functions of a plant for display  **Varmints (film clip/book) (Modern/environmental)**  Purpose – writing to inform  Audience – write instructions of planting seeds  Purpose – writing to persuade  Audience – write a speech to the secret society of gardeners  **Acrostic poem**  Purpose – writing to entertain  Audience – perform poem in class assembly | | | subordination  co-ordination  similes  genre  third person  first person  personal pronoun  suffix  apostrophe  Standard English  adverb  fact  opinion  synonyms  dialogue  conjunction  metaphor  personification  bullet points  inverted commas  time adverbials/conjunctions  paragraph  reporting clause  preposition  clause  subordinate clause  main clause | formal  informal  rhetorical questions  headings  sub-headings  rhyme  emotive language  persuasive language  consonant  vowel |

Year 3 Summer

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 inform  Audience – write a newspaper article about the eruption  Purpose – writing to entertain  Audience – write a diary from the point of view of a survivor  **My name is not Refugee (LS) (BAME)**  Purpose – writing to entertain  Audience – write a story ‘My name is not new kid’  Purpose – writing to inform  Audience – write a non-chronological report about refugees for display  **Cyber Kicks (LS) (film clip)**  Purpose – writing to persuade  Audience – write a persuasive advert for trainers to send to local shop  **Marshmallow (LS) (film)**  Purpose – writing to entertain  Audience – retell the story to share with Y2 | | | subordination  co-ordination  similes  genre  third person  first person  personal pronoun  suffix  apostrophe  Standard English  adverb  fact  opinion  synonyms  dialogue  conjunction  metaphor  personification  bullet points  inverted commas  time adverbials/conjunctions  paragraph  reporting clause  preposition  clause  subordinate clause  main clause | formal  informal  rhetorical questions  headings  sub-headings  rhyme  emotive language  persuasive language  consonant  vowel  intensifiers  objective  subjective  alliteration  prefix |