Year 3 Autumn

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| **Spelling** | **Handwriting** | | **Punctuation** | **Grammar** | |
| * Words with the digraph ‘ei’ and tetragraph ‘eigh’ * Words where the digraph ‘ey’ makes an /ai/ sound * Words with the digraph ‘ai’ * Words with ‘ear’ making ‘ur’ sound. * Words that are homophones and near homophones. * Words ending in ‘ly’ with no change to root word * Words ending in ‘-ly’ where the base word ends in ‘y’ * Words ending in ‘-ly’ where the base word ends in ‘le’ * Words ending in ‘-ly’ where the base word ends in ‘-ic’ or ‘al’ * Words ending in ‘-ly’ – exceptions to the rules. * Words from spelling list: believe, appear, often, group, breath, continue, arrive, women, describe, height | * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * Use the diagonal and horizontal strokes used to join letters * Understand which letters are best left unjoined | | * Use familiar punctuation correctly including full stops, capital letters (including proper nouns and pronoun ‘I’), exclamation marks and question marks * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * Use commas to punctuation expanded noun phrases and separate items in a list * Use organisational devices to structure writing e.g. bullet points and sub-headings | * Use sentences with different forms: statement, question, command, exclamation * Use some features of written Standard English * Expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently, including the progressive form * Use subordination (using when, if, that or because) and co-ordination (or, and or but) * Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | |
| **Texts this term** | | **Composition** | | **Terminology** | |
|  | | * Develop their ideas through drama and role-play * Plan their writing by discussing and recording ideas * Draft and write by organising simple paragraphs around a theme. * Draft and write by creating simple setting, characters and a basic plot in a narrative. * Use headings and sub-headings to aid presentation * 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 * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency * Proof read for spelling and punctuation errors * Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements * Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear | | 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 |

Year 3 Spring

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| **Spelling** | **Handwriting** | | **Punctuation** | **Grammar** | | |
| * Words where ‘y’ makes an /i/ sound * Words where ‘-ing’, ‘-er’, -est, -y and ‘-ed’ are added to multisyllabic words – non doubling consonant. * Words where ‘-ing’, ‘-er’, -est, -y and and ‘-ed’ are added to multisyllabic words – doubling consonant. * Words with the prefix ’mis-’ * Words with the prefix ’dis-’ * Words when ‘ch’ makes ‘k’ sound * Words that are homophones or near homophones * Words with the prefix ’re- * Words with the prefix ‘bi’. * Words ending in ‘-gue’ and ‘-que’ * Words when ‘ch’ makes ‘sh’ sound * Word from spelling list: address, busy, business, heart, fruit, breathe, strange, complete, extreme, forwards | * Use the diagonal and horizontal strokes used to join letters * Understand which letters are best left unjoined * 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 | | * Use familiar punctuation correctly including full stops, capital letters (including proper nouns and pronoun ‘I’), exclamation marks and question marks * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * Use commas to punctuation expanded noun phrases and separate items in a list * Use organisational devices to structure writing e.g. bullet points and sub-headings * Begin to use inverted commas to punctuate direct speech | * Expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently, including the progressive form * Use subordination (using when, if, that or because) and co-ordination (or, and or but) * Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition * Express time, place and cause using conjunctions, adverbs and prepositions * Use the forms of ‘an or a’ according to whether the next words begins with a consonant or vowel | | |
| **Texts for the Term** | | **Composition** | | | **Terminology** | |
|  | | * Develop their ideas through drama and role-play * Plan their writing by discussing and recording ideas * Draft and write by organising simple paragraphs around a theme. * Draft and write by creating simple setting, characters and a basic plot in a narrative. * Use headings and sub-headings to aid presentation * 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 * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency * Proof read for spelling and punctuation errors * Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements * Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear * In narrative, begin to use paragraphs as a way to group related material | | | 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 |

Year 3 Summer

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| **Spelling** | **Handwriting** | **Punctuation** | | **Grammar** | | |
| * Words ending in ‘ary’. * Words with short ‘u’ sound spelt with ‘o’. * Words where the digraph ‘ou’ makes a /u/ sound * Word families based on common words showing relation in meaning. * Words ending in suffix ‘-al’. * Words ending in ‘-sure’ * Words ending in ‘-ture’ * Silent letter revision words: island, answer, write, wrapper, knife, knock, thumb, doubt, half, calm * Silent letter revision words: build, guide, guard, wheat, whale, honest, whirl, gnome, gnaw, surprise | * Use the diagonal and horizontal strokes used to join letters * Understand which letters are best left unjoined * 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 | * Use familiar punctuation correctly including full stops, capital letters (including proper nouns and pronoun ‘I’), exclamation marks and question marks * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns * Use commas to punctuation expanded noun phrases and separate items in a list * Use organisational devices to structure writing e.g. bullet points and sub-headings * Begin to use inverted commas to punctuate direct speech * Begin to use question marks and exclamation marks appropriately within direct speech | | * Expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently, including the progressive form * Use subordination (using when, if, that or because) and co-ordination (or, and or but) * Express time, place and cause using conjunctions, adverbs and prepositions * Use the forms of ‘an or a’ according to whether the next words begins with a consonant or vowel * Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition * Know that word families are based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve * Extend the range of sentences with more than one clause by using a wider range of conjunctions * Begin to vary the position of subordinating clauses | | |
| **Texts for the Term** | | | **Composition** | | **Terminology** | |
|  | | | * Develop their ideas through drama and role-play * Plan their writing by discussing and recording ideas * Draft and write by organising simple paragraphs around a theme. * Draft and write by creating simple setting, characters and a basic plot in a narrative. * Use headings and sub-headings to aid presentation * In narrative, begin to use paragraphs as a way to group related material * 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 * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency * Proof read for spelling and punctuation errors * Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements * Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear | | 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 |