

Year 3

Year 3 Objectives: Spoken Language

Talk and listen confidently in different situations.

Show they have listened carefully by asking relevant questions.

Develop and explain their ideas giving reasons.

Sequence and communicate ideas in an organised and logical way in complete sentences as required.

Vary the amount of detail dependent on the purpose and audience.

Participate fully in paired and group discussions.

Show understanding of the main points in a discussion.

Vary the use and choice of vocabulary dependent on the audience and purpose.

Start to show awareness of how and when standard English is used.

Retell a story using narrative language and added relevant detail.

Perform poems from memory adapting expression and tone as appropriate.

Show they have listened carefully through making relevant comments.

Formally present ideas or information to an audience.

Recognise that meaning can be expressed in different ways dependent on the context.

Begin to adapt use of language to meet the needs of the audience/listener.

Year 3 Objectives: Reading

WORD READING

Apply phonic knowledge and skills to read unfamiliar words.

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 3 Objectives: Reading

COMPREHENSION

Develop pleasure in reading, motivation to read, vocabulary and understanding.

Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas.

Know that non-fiction books are structured in different ways and be able to use them effectively.

Choose books for specific purposes.

Use dictionaries to check the meaning of unfamiliar words .

Discuss and record words and phrases that writers use to engage and impact on the reader.

Know a wider range of stories, including fairy stories and legends .

Orally re-tell some of the above stories.

Know and recognise some of the literary conventions in text types covered.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc

Understand what they read in books they can read independently

Check the text is meaningful.

Discuss responses to text.

Explain the meaning of words in context.

Ask questions to improve understanding of a text.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Predict what might happen from details stated.

Identify main idea of a text.

Identify how structure, and presentation contribute to the meaning of texts.

Retrieve and record information from non-fiction.

Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.

Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.

Year 3 Objectives: Writing

TRANSCRIPTION

Know how to spell

Words with additional prefixes and suffixes and understand how to add them to root words. For example – form nouns using super, anti, auto.

Recognise and spell additional homophones. For example – he'll, heel, heal.

Use the first two or three letters of a word to check its spelling in a dictionary.

Word families based on common words. For example – solve, solution, solver.

Spell identified commonly misspelt words from Year 3 and 4 word list.

Apply spelling rules and strategies

Identify the root in longer words.

Use syllables to divide words.

Make analogies from a word already known to apply to an unfamiliar word.

Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Handwriting

Practise and develop fluency of joined script

Use the diagonal and horizontal strokes that are needed to join letters.

Understand which letters, when adjacent to one another, are best left unjoined.

Increase the legibility, consistency and quality of their handwriting:

- downstrokes of letters are parallel and equidistant
- lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Year 3 Objectives: Writing

COMPOSITION

Plan writing.

Look at and discuss models of writing of the text type, purpose and audience to be written, noting

- Structure
- Grammatical features
- Use of vocabulary

Discuss and record ideas for writing.

Use an appropriate planning format for the text type.

Annotate plan with key language and vocabulary.

Draft and write

Compose sentences using a wider range of structures linked to the grammar objectives.

Make careful choices about vocabulary used.

Orally rehearse structured sentences or sequences of sentences.

Group related material together to form simple paragraphs.

Write a narrative with a clear structure, setting, characters and plot.

Write a non-narrative using simple organisational devices such as headings and sub-headings.

Evaluate and edit

Self-assess the effectiveness of writing.

Assess writing with peers.

Suggest improvements to writing.

Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences.

Proof-read to check for errors in spelling and punctuation errors.

Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 3 Objectives: Writing

VOCABULARY, PUNCTUATION AND GRAMMAR

Develop understanding of grammatical features

Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*

Use the perfect form of verbs to mark relationships of time and cause.

Use conjunctions, adverbs and prepositions to express time and cause.

Indicate grammatical features with punctuation

Begin to use inverted commas to punctuate direct speech.

Use the terminology:

Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), consonant letter, vowel letter, clause, subordinate clause.

Understand the terminology.

Use the terminology to talk about own writing.

Year 3 Objectives Grammar

Year 3				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>, <i>so</i>), adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>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)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks), consonant, consonant letter vowel vowel letter, clause, subordinate clause</p>

Year 3 Objectives Grammar – Additional Challenge

Year 3 Consolidate Year 2 and...			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Strengthen verbs for use in dialogue: whispered, grunted, yelled</p> <p>Strengthen verbs to give information about characters: Sophie spied an unusual object at the water's edge. Jack stomped along the road and into the park.</p> <p>Technical vocabulary related to topic: Volcano, erupt, lava, flow, magma</p>	<p>Vary sentence starters:</p> <p>Adverb Slowly, Rose stepped into the dark tunnel.</p> <p>Adverbial phrases How – With a heavy heart, Blue Kangaroo hopped down the stairs. Where – On the other side of the forest, wolf was waiting. When – After a short time, she found herself in front of a tiny cottage.</p> <p>Ing starter Smiling, Jack turned to Rose.</p> <p>Continue to develop use of embedded relative clause: Fibonacci rabbits, who live in fields, like to eat grass.</p> <p>Power of three to add detail: The wolf slunk between the trees, into the dense undergrowth, through the tangled vines and past the gnarled trees.</p> <p>Topic sentence to open paragraphs: Many different animals live in the rain forest.</p>	<p>Use five part structure for narrative: opening, build-up, problem, resolution, ending which form paragraphs.</p> <p>Non-narrative : Introductory hook to introduce topic and interest reader. Paragraphs organise material with the same theme. Developed end with a personal response or an interesting fact.</p>	<p>Colon to introduce a list.</p> <p>Comma with adverbial phrases.</p>

Year 3 Objectives Spelling

Revision of work from Years 1 and 2.

Pay special attention to the rules for adding suffixes.

Statutory Requirements	Example Words
Revise rules for adding suffixes from Year 2	
Prefixes: dis-, mis-, re-	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) re- : redo, refresh, return, reappear, redecorate
Words with the /eɪ/ sound spelt ei, eigh, or ey	the ey , obey, vein , weigh, neighbour, eight , straight ,
The /ɪ/ sound spelt y elsewhere than at the end of words	myth, gym, Egypt
Words ending with the /g/ sound spelt – gue	league, tongue
Words ending with the /k/ sound spelt –que (French in origin)	antique, unique
Homophones	brake/break, grate/great, eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, missed/mist, heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign, heard/herd, through/threw,,
Revise use of apostrophe from Year 2	
Suffix –ly with a consonant before it	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
Words with the /ʃ/ sound spelt ch (mostly French in origin)	chef, chalet, machine, brochure

Statutory Requirements	Example Words
Words with the /k/ sound spelt ch (Greek in origin)	scheme, chorus, chemist, echo, character
The /ʌ/ sound spelt ou	young, touch, double, trouble, country
Prefixes: sub-, auto-, super-	sub- : subdivide, subheading, submarine, submerge auto- : autobiography, autograph super- : supermarket, superman, superstar

Year 3/4 Word List-Words across the Curriculum

English	Maths	Science	Geography	History	Learning Related
address although answer describe library possession question sentence therefore though	calendar circle centre eight/h group height increase length minute opposite quarter regular weight	breath/e experiment heart material medicine natural pressure separate	earth island	century famous history reign recent woman/women	complete consider continue decide describe difficult imagine knowledge learn purpose remember thought
Hypothetical Language	Time Related	Unstressed Vowels	Rare GPCs		
perhaps possible probably suppose	early occasionally often	business February interest ordinary	guard guide		

Year 3/4 Word List-No Curriculum Links

accident(ally)

actual(ly)

appear

arrive

believe

bicycle

build

busy/business

caught

certain

different

disappear

enough

exercise

experience

extreme

Favourite

February

forward(s)

fruit

heard

important

mention

naughty

notice

particular

peculiar

popular

position

potatoes

promise

special

straight

strange

strength

surprise

through

various