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| **Expected by the end of KS2: Year 3** | **Spoken Language**  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  Articulate and justify answers, arguments and opinions  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  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  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints, attending to and building on the contributions of others  Select and use appropriate registers for effective communication. | **Writing: Handwriting**  Write legibly, fluently and with increasing speed  **English Progression Map**  **Learning Journey Year 3**  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 handwriting  Presentation of work should be of a high standard | **Reading: Comprehension**  **To encourage positive attitudes to reading children should:**  Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference or text books  Read books that are structured in different ways and are read for a range of purposes  Use dictionaries to check the meaning of unfamiliar words they have read  Increase familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally  Identify themes in a range of books  With support, begin to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  Discuss words and phrases that capture the reader’s interest and imagination  Begin to recognise different forms of poetry such as: free verse, narrative poetry  **Children need to understand what they have read so must:**  Understand what has been read by checking that the text makes sense to them  Discuss their understanding and explain the meaning of words in context  Ask questions to improve understanding of a text  Begin to make inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with some evidence  Predict what might happen from details given  Identify the main idea and begin to summarise  Identify how structure, and presentation contribute to the meaning of texts, such as, use of paragraphing, sub-headings, bold, pictures, captions  Find and record information from non-fiction  Discuss books, poems and other works that are read aloud, independently, taking turns and listening to others’ opinions |
| **Writing: Vocabulary, Punctuation and Grammar**  Begin to use a variety of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Begin to use fronted adverbials followed by a comma  Introduce inverted commas to punctuate direct speech  To identify and understand the function of subordinate clauses.  Begin to use conjunctions, adverbs and prepositions to express time and cause  Begin to use apostrophes to mark plural possession  Begin to use the present perfect form of verbs to mark relationships of time and cause | **Reading: Word Recognition**  Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  Read words that don’t follow the spelling rules, noting the unusual connections between spelling and sound, and where these are found in the word  Try to work out how to pronounce difficult words using knowledge of similar looking words |
| **Writing: Composition**  **When planning their writing children should:**  Think aloud to generate ideas  Discuss writing similar to that which they are planning and use as a model for own writing  Begin to record ideas  Begin to compose and rehearse sentences orally (including dialogue)  Begin to use a varied and rich vocabulary  Begin to compose sentences using a range of structures linked to the grammar objectives  With support, write narratives with settings, characters and plot  With support write a non-narrative using simple organisational devices such as, headings and sub-headings  As writing develops, re-read to check it makes sense  **In order to evaluate and edit writing children must:**  Re-read work to assess the effectiveness of their own and others’ writing  Suggest improvement to writing through assessing writing with peers and self-assessment  Begin to make improvements by proposing changes to grammar and vocabulary to improve consistency, such as, the accurate use of pronouns in sentences  Proof-read for spelling and punctuation errors  Read aloud own writing, to a group or whole class, beginning to use appropriate intonation, controlling the tone and volume so that meaning is clear |
|  | **Writing: Spelling**  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, here, hear, knot, not, meet, meat, plane, plain  Use the first two or three letters of a word to check its spelling in a dictionary  Spell correctly word families based on common words, for example, solve, solution, solver  Spell identified commonly misspelt words from Year 3 & 4 word list, different, disappear, eight, favourite, woman/women  Make comparisons between words already known to help spell unfamiliar words  Begin to identify the root in longer words  Write simple sentences from memory, dictated by the teacher, that include words and punctuation, taught so far  **Specific Foci**  Statutory Spelling Words  The /ow/ sound spelled ‘ou.’ Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.  The /u/ sound spelled ‘ou.’ This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a ‘y.’  Words with endings that sound like /ze/ as in measure are always spelled with ‘-sure.’  Words with endings that sound like /ch/ is often spelled –’ture’ unless the root word ends in (t)ch.  Challenge words 7. Words with the prefix ’re-’ ‘re-’ means ‘again’ or ‘back.’  The prefix ’dis-’ which has a negative meaning. It often means ‘does not’ as in does not agree = disagree.  The prefix ’mis-’ This is another prefix with negative meanings.  Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.  Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. Challenge words.  The long vowel /a/ sound spelled ‘ai’.  The long /a/ vowel sound spelled ’ei.’  The long /a/ vowel sound spelled ’ey.’  Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.  Homophones – words which have the same pronunciation but different meanings and/or spellings.  The /l/ sound spelled ‘-al’ at the end of words.  The /l/ sound spelled ‘-le’ at the end of words.  Adding the suffix ‘–ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’  Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘–ic.’  Adding the suffix –ly. Words which do not follow the rules.  Challenge Words 25. Words ending in ‘-er’ when the root word ends in (t)ch. Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.  Words ending with the /g/ sound spelled ‘–gue’ and the /k/ sound spelled ‘–que.’ These words are French in origin.  Words with the /s/ sound spelled ’sc’ which is Latin in its origin.  Homophones: Words which have the same pronunciation but different meanings and/or spellings.  The suffix ‘–sion’ pronounced /ʒən/  Revision – spelling rules we have learned in Year 3. |  |