

Speaking and Listening	Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with using language in a variety of situations, for a range of audiences and purposes. They will for example: • Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints • Speak clearly and in different ways for drama, hot seating, peer-marking work, collaborative work, sharing their work with peers
Overview of Reading in our school	Every class carries out a Reading lesson four times a week. Each class is exposed to a variety of texts including fiction, non-fiction and poetry. The teacher will spend some time reading through the text with the class and discussing meaning and vocabulary with the class in the first session, the next sessions will be spent answering questions (independently where possible) about the text, which will have one session focused on inference. The children will work from the same text throughout the week to ensure fluency and automaticity. The teacher will model how to answer the questions and the child will correct their answers using green pen.
Reading	Word Reading Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Comprehension Pupils should be taught to: - develop positive attitudes to reading and understanding of what they read by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books extracts -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] - understand what they read, in books they can read independently, by:

	- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text or drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	
Question stems in reading	Key Reading Skills	Possible question stems
	Vocabulary: • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence	• find and copy one word which means ... • what does the word ... mean in this sentence? • Which of the following words is closest in meaning to ... • The word ... suggests that
	Inference: • Children can infer characters feelings, thoughts and motives from their stated actions. • Justify inferences by referencing a specific point in the text. • Ask and answer questions appropriately, including some simple inference questions based on characters' feeling, thoughts and motives. • Make inferences about actions or events.	• According to the text, • Using information from the text, • How can you tell .. • Why do you think? How do you know? • What did ... do? Why do you think this? • What evidence is there in the text that tells us ?
	Retrieval: • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a non/ fiction text.	• Look at the section... • Put a tick in the correct box • Look at the first paragraph • When / where is this story set? How do you know?

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Writing overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Information Texts • Sentence types • Commas for list • Coordinating conj. (and) • Subheadings • Coordinating conjunctions (and, or, so, but) • Subordinating conjunctions (when, while, because, if)	Story (Traditional Tales) • Noun phrases • Conjunctions recap • Past tense • Prepositions • Paragraphs	Recount • Recap adverbs of manner • Tense • Inverted commas • Present perfect • Adverbs/prepositions of time • Conjunctions (since, yet, before, after)	Recount contd..	Poetry • Similes • Alliteration • onomatopoeia • Apostrophes for contraction	Letter of Complaint • paragraph • conjunctions • adjectives • present perfect • adverbs of time/place/manner • Greeting • Sign off • Address of sender/recipient • a/an
Composition	- plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme					

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	- in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] – evaluate and edit by: - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors – read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Handwriting	Pupils should be taught to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] - use a lead-in line
Vocabulary, Grammar and punctuation	Pupils should be taught to: - sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - use the present perfect form of verbs in contrast to the past tense - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause - use fronted adverbials - indicate grammatical and other features by: using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech.
Transcription	Pupils should be taught to: - use further prefixes and suffixes and understand how to add them. - spell further homophones - spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] - use the first 2 or 3 letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far