



STANBRIDGE LOWER SCHOOL

New National Curriculum 2014 - Programmes of Study

English- Year 3

Spoken Language (Yr1-Yr4)

- *Listen and respond *ask questions to extend understanding and knowledge *build vocabulary
- *articulate and justify answers, arguments and opinions *give well structure description
- *participate actively in collaborative conversations *speculate, hypothesise, imagine and explore ideas *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.

Handwriting

- *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 Eg. By ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Reading - Word Level

- 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 a word.

Reading - Comprehension

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 or textbooks
- 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, 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 Eg. Free verse, narrative poetry and understand what they have 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
- Drawing inferences such as inferring characters' feelings, thought 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

Writing - Transcription

Spell by...

- Use further prefixes and suffixes and understand how to add them - English Appendix 1
- Spell further homophones and spell words that are often spelt incorrectly - English Appendix 1
- Place the possessive apostrophe accurately in words with regular plurals Eg girls', boys' and in words with irregular plurals Eg children's
- Use the first two or three 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

Writing Composition (Appendix 2)

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 (Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot.
- In non-narrative material, using simple organization devices Eg. Headings and sub headings.

Evaluate and edit by ...

- Assessing the effectiveness of their own and other's 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.

Writing - Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set

to what others say.

- out in Appendix 2 by
- Extending their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - Using the present perfect form of verbs in contrast to the past tense
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - Using conjunctions adverbs and prepositions to express time and cause
 - Using fronted adverbials
 - Learning the grammar for Years 3 and 4 in English Appendix 2

- 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
 - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.