

Key Learning in English – Year 3

Spoken Language	Reading – word reading	Reading – comprehension	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words • Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i> • Use suffixes to understand meanings e.g. <i>-ation, -ous</i> • Read and understand meaning of words on Y3/4 word list – see bottom • Use intonation, tone and volume when reading aloud • Take note of punctuation when reading aloud 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of fiction, poetry, plays, non-fiction • Regularly listening to whole novels read aloud by the teacher • Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion • Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i> • Recognising some different forms of poetry e.g. <i>narrative, free verse</i> • Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i> • Using dictionaries to check meanings of words they have read • Sequencing and discussing the main events in stories • Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i> • Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i> • Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i> • Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination • Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> • Discussing their understanding of the text • Explaining the meaning of unfamiliar words by using the context • Making predictions based on details stated • Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i> • Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text • Using point and evidence to structure and justify responses • Discussing the purpose of paragraphs • Identifying a key idea in a paragraph • Retrieve and record information from non-fiction • Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> • Quickly appraising a text to evaluate usefulness • Navigating texts in print and on screen • Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say • Developing and agreeing on rules for effective discussion • Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i> 	
Writing – composition		Writing – transcription	
vocabulary, grammar & punctuation	Composition	spelling	handwriting
<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i> • Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i> • Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i> • Use inverted commas to punctuate direct speech (speech marks) • Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or • Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary • Explore and collect words with prefixes <i>super, anti, auto</i> 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions • Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing • Discussing and recording ideas for planning • Creating and developing settings for narratives • Creating and developing characters for narrative • Creating and developing plots based on a model • Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type • Grouping related material into paragraphs • Using headings and sub headings to organise information <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> • Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing • Discussing and proposing changes with partners and in small groups • Improving writing in the light of evaluation <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> • Using appropriate intonation, tone and volume to present their writing to a group or class 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Use the first two 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. • Learn to spell new words correctly and have plenty of practice in spelling them. • Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>) • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<ul style="list-style-type: none"> • Form and use the four basic handwriting joins • Write legibly