

Year 3 English Overview

Spelling	Handwriting	Comprehension	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Use the prefixes un-, dis-, mis-, re-, pre-.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p> <p>Use the suffix -ly.</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.</p> <p>Spell words that are often misspelt English Appendix 1.</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly;</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction books that are structured in different ways.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books, reading aloud poems and perform play scripts and discussing words that capture the reader's interest and imagination.</p> <p>Understand what he/she reads independently by checking that the text makes sense, discussing words, asking questions, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Understand what he/she reads independently by predicting what might happen from details stated, identifying main ideas drawn from within one paragraph and summarising these.</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>	<p>Form nouns using a range of prefixes e.g. super-, anti-, auto-.</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Ask questions to improve his/her understanding of a text.</p> <p>Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures</p> <p>Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Make a spoken report on findings from scientific enquiries.</p> <p>Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences.</p> <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly;</p> <p>Read further exception words, noting the unusual correspondences between spelling</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Plan his/her writing by discussing and recording ideas within a given structure.</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2.</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material.</p> <p>Draft and write in narratives, creating settings, characters and plot.</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing, proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</p> <p>Proof-read for spelling errors and for punctuation - including full stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas for speech mostly correctly.</p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>