

## English Curriculum Map – Year 3

Writing – Composition	Writing – Transcription	Writing – Grammar, Vocabulary & Punctuation
<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>Draft and write by</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (<a href="#">English Appendix 1</a>)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (<a href="#">English Appendix 1</a>)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>Spelling (see <a href="#">English Appendix 1</a>)</p> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in <a href="#">English Appendix 2</a></li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in <a href="#">English Appendix 2</a> accurately and appropriately when discussing their writing and reading.</li> </ul> <p><b>Writing – Handwriting</b></p> <ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring 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].</li> </ul>

## English Curriculum Map – Year 3

### 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 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
- 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.

### Word Reading

- 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.