

Literacy Skills- Year 3

Text Types:			
Fiction	Non-Fiction	Poetry	
▪	▪	▪	
Writing:			
Spelling	Handwriting	Composition	Vocabulary, Punctuation & Grammar
<p>(see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. <p>Revision of Year 2 coverage. Most children will need to revise and consolidate these important, basic conventions, as they form part of everyday language. Homophones will need revision throughout lower KS2. Use end of KS1 teacher assessments of spelling against the POS, to identify where to begin in Year 3.</p> <ul style="list-style-type: none"> ▪ Adding suffixes beginning with vowels (to words of more than one syllable) ▪ The short u phoneme, spelt ou ▪ Prefixes dis, mis, in, super, anti ▪ Suffix -ation ▪ Suffix -ly ▪ Words with endings as in treasure ▪ Words with endings as in picture ▪ Words with endings -tion, - 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Build speaking and listening skills; speak in pairs and circles; verbal explanations e.g. how I made my model; verbal instructions; reading writing aloud; poetry; ▪ When constructing sentences, use a variety of 'time' and 'cause' conjunctions e.g. <i>when; before; after; while; because; so;</i> adverbs e.g. <i>then, next, soon;</i> or prepositions e.g. <i>before, after, during, in;</i> (these are also all connectives); ▪ Consolidate independent use of full stops and capital letters; ▪ Identify the main clause in a complex sentence (which makes sense by itself) e.g. 'Although they were tired, <i>the foxes trudged on.</i>' For some pupils, begin to identify the subordinate clause. ▪ Introduce the paragraph as a way to group related material; ▪ Begin to vary sentence openers, using different connectives; ▪ Become familiar with the term word classes; form some nouns using prefixes such as <i>super_ ; anti_ ; auto_</i> and find out what they mean; words with similar spelling patterns can be referred to as a word family. ▪ Choose nouns or pronouns appropriately for clarity e.g. <i>Jenny bought a Mars bar;</i> ▪ Identify adjectives in a text; words which tell you more about the noun; collect and classify adjectives (e.g. shapes, sizes, colours, sounds etc); consider the impact of the adjective

Literacy Skills- Year 3

<p>sion and –ssion</p> <ul style="list-style-type: none"> ▪ Words with the ‘ay’ phoneme, spelt ei, eigh or ey ▪ Possessive apostrophe with plural words ▪ (Revise apostrophe with singular owners first.) ▪ Extend known homophones or near-homophones ▪ Further contractions (revisit those of year 2). 			<p>during shared reading and writing;</p> <ul style="list-style-type: none"> ▪ Notice irregular verbs in the present and past tense: <i>come came; go went; shake shook; sing sang; buy bought; teach taught etc</i>; know that tense refers to time; ▪ Recognise that sentences need verbs to make sense; without a verb, a clause becomes a phrase; ▪ Tell children ‘bossy verbs’ have a fancy name: imperative verbs ▪ Use the perfect form of verbs <i>e.g. I have written my story so we can read it now.</i> ▪ Introduce an adverb which gives more information about the verb; ▪ Use the determiner ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; ▪ Practise and develop more confidence to use speech marks accurately to show direct speech. You may mention that they have another name which is ‘inverted commas’; ▪ Reinforce use of commas in lists, exclamation marks and question marks ▪ Introduce the word preposition to show the position of one thing in relation to another; play games to practise e.g. put the red triangle in front of the blue cube; ▪ Learn to recognise and spell contractions: <i>cannot, can’t; will not, won’t; etc</i> ▪ Introduce the words ‘omit; omission; possess; possession’; in readiness for teaching apostrophes ▪ Continue to say the alphabet and to become confident with alphabetical order; ▪ Use a dictionary to check meaning of words during reading
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Literacy Skills- Year 3

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 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.

Literacy Skills- Year 3

Spoken Language:

Pupils should be taught to:

- 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