**Year 3**

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| **Grammar- word** | * Form nouns with a range of prefixes [for example super–, anti–, auto–] * Use a or an according to whether the next word begins with a vowel or con-sonant Plus Year 2 objectives: * Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] * Form adjectives using suffixes such as –ful, –less (A list of suffixes can be found on page 46 in the year 2 spelling section in English App 1) * Use the suffixes –er, –est in adjectives and use –ly in | | | | | |
| **Grammar- sentence** | * Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] * Use subordination (using when, if, that, because) and co-ordination (using or, and, but) * Write sentences with different forms: Statement, question, exclamation or command | | | | | |
| **Grammar -Paragraphs** | • Group related ideas into paragraphs   * Use headings and sub-headings to aid presentation * Expressing time, place and cause using conjunctions, adverbs and prepositions | | | | | |
| **Grammar -Tenses** | • Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Plus Year 2 objectives:   * Use present and past tenses correctly and consistently * Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] | | | | | |
| **Grammar - Punctuation** | * Use inverted commas to punctuate direct speech Plus Year 2 objectives: * Use capital letters, full stops, question marks and exclamation marks to demarcate sentences * Use commas to separate items in a list * Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] | | | | | |
| **Writing - Composition** | **Plan writing**:   * Plan writing by discussing the structure, vocab and grammar of similar writing * Discuss and record ideas * Draft and write: * Compose and rehearse sentences orally * Build a varied and rich vocabulary * Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings * Evaluate and edit: * Assess the effectiveness of own and others’ writing * Propose changes to grammar and vocabulary to improve consistency * Proof-read for spelling and punctuation errors | | | | | |
| **Fine Motor Skills** | * Consistent tripod grip enables children to accurately use any appropriate mark marking implements across the curriculum including appropriately sized whiteboard pens, pencils, paint brushes | | | | | |
| **Handwriting**  Requires frequent and discrete direct teaching. | * Use the diagonal and horizontal strokes to join letters (understand breaks from Y2). • Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency. | | | | | |
| **Terminology children MUST know by the end of Year 3:**  Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause. | | | | | | |
| Tier 2 vocabulary examples | absurd alternate ambitious amateur anxious appreciate cautious | clutched compassion crucial despise draught essential exchanged | Hesitant  identical  identify  illuminate  immense isolated nestled obedient | perched  preferred preserve  quivering | reassure require resemble seize | shimmer sympathetic transferred tremendous  vigorous unwilling |

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| Autumn Term | | | Spring Term | | | | Summer Term | | |
| Seal Surfer by Michael Foreman | | Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film) | Stone Age Boy by Satoshi Kitamura | Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo | | | Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty | | Zeraffa Giraffa by Dianne Hofmeyr |
|  | | **Additional Texts:**   * Oz the Great and Powerful- DVD * The Train to Impossible Places by P.G. Bell (class novel to link) | **Additional Texts:**  The Iron Man by Ted Hughes | **Additional Texts:**  This morning I met a whale by Michael Morpurgo | | | **Additional Texts:**  Tilly Mint Tales by Berlie Doherty | | **Additional Texts**: The White Fox by Jackie Morris |
| **Outcome**  Recount: write a letter in role recounting events of the story  **Greater Depth**  Write a letter from Grandad in response to one of his grandson’s letters | | **Outcome**  Recount: write a diary from Leon’s point of view  **Greater Depth**  Write from Abdul Kazam’s point of view | **Outcome**  Fiction: write a historical narrative set in the Stone Age  **Greater Depth**  Write from the point of view of a person from the Stone Age | **Outcome**  Persuasion: write an informative article persuading for the protection of the blue whale  **Greater Depth**  Include a fact file about other endangered sea creatures | | | **Outcome**  Fiction: write an adventure story based on *Journey* using the language of Berlie Doherty  **Greater Depth**  Include a new setting route to lead from one place into another | | **Outcome**  Persuasion: write a tourism leaflet for the *Jardin des Plantes* in Paris  **Greater Depth**  Include a section of a researched Paris landmark |
| **Prior Learning (Gateway Keys)**  Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper  nouns, exclamation marks, question marks, commas in a list, apostrophes for  contraction and singular noun possession).  Use subordination (when, if, that, because) and  coordination (or, and, but). Use present and past tenses consistently and correctly. Use progressive forms of verbs. Use expanded noun phrases. Write sentences with different forms: statement, command, question, exclamation. | | **Prior Learning (Gateway Keys)**  Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession). Use subordination (when, if, that, because) and coordination (or, and, but). Use present and past tenses consistently and correctly. Use noun phrases and prepositions to add detail. Group related ideas into paragraphs. | **Prior Learning (Gateway Keys)**  Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession). Use a range of co-ordinating and subordinating conjunctions. Create characters, settings and plot in narrative. | **Prior Learning (Gateway Keys)**  Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession). Use inverted commas to punctuate direct speech. Use conjunctions and prepositions to express time, place and cause. Use adverbs to express time. Group related ideas into paragraphs | | | **Prior Learning (Gateway Keys)**  Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession). Group related ideas into paragraphs. Build an increasing range of sentence structures Use adverbs to express time, place and cause. | | **Prior Learning (Gateway Keys)**  Full stops, capital letters, exclamation marks, question marks, commas and apostrophes. Fronted adverbials with commas. Some use of grouping related ideas in paragraphs. |
| **Sentence**  Use prepositions to express time, place and cause. | | **Sentence**  Build an increasing range of sentence structures Use adverbs to express time, place and cause | **Sentence**  Use conjunctions and adverbs to express, time, place and cause. Use a or an according to whether the next word begins with a vowel or consonant. | **Sentence**  Form nouns with a range of prefixes. Use present and past tenses correctly and consistently including the progressive form and the present perfect form. | | | **Sentence**  Use the present perfect form of verbs in contrast to the past tense. Use prepositions, conjunctions and adverbs to express time, place and cause. Use **a** or **an** correctly. | | **Sentence**  Build an increasing range of sentence structures. Use present and past tenses correctly and consistently including the progressive form and the present perfect form. |
| **Text**  Group related ideas into paragraphs Build a varied and rich vocabulary | | **Text**  Assess the effectiveness of own and others’ writing (non-fiction) Use headings and sub-headings to aid presentation | **Text**  In narratives, create characters, settings and plot | **Text**  Build a varied and rich vocabulary | | | **Text**  In narratives, create characters, settings and plot | | **Text**  In non-narrative material, use simple organisational devices including headings and subheadings to aid presentation |
| **Punctuation**  Use inverted commas to punctuate direct speech (introduction) | | **Punctuation**  Use inverted commas to punctuate direct speech | **Punctuation**  Use inverted commas to punctuate direct speech (and to show relationship between two characters) |  | | |  | |  |
| **Year 2 Punctuation should be embedded:**  • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences  • Use commas to separate items in a list  • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] | | | | | | | | | |
| **Vocabulary linked**  **to text** | bleak breadfruit British Empire disembark guavas humid immigrant mangoes pier racism saxophone skyscraper Trinidad veranda Windrush jazz | mutter crisp gaze distant pale tinkle criss-cross tracks lake valley ravine waterfalls snowdrift icicle frost chimes fetch thaw shoot reed | wander stumble relief strike chip trim wriggle flicker stew flint spear spearhead grindstone leather ornament archaeologist furious pierce skinning smoke | | protected creature surface bristly gulp slithers nudges feast mammal blowhole baleen krill shrimp shoal sieve blubber shallows stranded Equator dawn chorus | isolated excluded billowing elegant magnificent crouch fidget sneer citadel aqueduct archway canal lock pennant spire dome hunch atmosphere dialogue | | astonishing epic see-sawed sip cobblestones glimpse salon soiree acacia Pasha felucca awning amulet taffeta vineyard mistral rustle balmy pivot mosaic | |
| **YR 3 Vocabulary** | accident(ally) appear breath breathe caught disappear early experience extreme heard natural often ordinary recent strength through | answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman | actual busy calendar centre century certain circle describes eight forward fruit group history interest perhaps women suppose | | actually, although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight | bicycle decide eighth experiment guard island regular straight mention minute naughty position possess probably occasionally quarter | | address business complete difficult exercise famous height library material occasion medicine opposite medicine opposite particular popular possession pressure promise purpose reign | |
| **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Write in the first person  • Use apostrophe in contractions  • Provide detail through use of prepositions to express time, place and cause  • Use a variety of sentence forms including statements and questions  • Write in consistent past and present tense including progressive forms  • Use some future tense verbs • Use layout and structure of a letter  • Ensure chronological order to explain sequence of events | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Use small details to describe characters  • Establish the setting in the first line  • Include a setting to create atmosphere  • Use imagery for description  • Use 1st or 3rd person consistently  • Use tenses appropriately  • Sequence story and use paragraphs | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Write a sequence of events to follow the structure of the model story  • Write an opening paragraph and further paragraphs for each stage  • Create dialogue between characters that shows their relationship with each other  • Use 3rd or 1st person consistently  • Use tenses appropriately  • Add historical detail to characters, setting and events | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Use persuasive language e.g. alliteration, repetition  • Write in logical order  • Use 2nd person or 3rd person to talk directly to the reader  • Select organisational features e.g. opening statement, sub-headings, closing statement | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Use small details to describe characters  • Include a setting to create atmosphere  • Sequence of events to follow the structure of the model story  • Write an opening paragraph and further paragraphs for each stage  • Create dialogue between characters that shows their relationship with each other  • Use 3rd person consistently  • Use tenses appropriately | | **Feature keys**  (vocabulary, manipulating sentences and tense, structure)  Use persuasive language e.g. alliteration, repetition. • Write in logical order  • Use 2nd person or 3rd person to talk directly to the reader  • Select organisational features e.g. opening statement, sub-headings. | |