



Horningsham Primary School

English Overview

Year 3



English Overview Year 3

Reading: 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.**

Writing: Composition

Pupils should be taught to:

- **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.**

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.

Writing: Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in [English Appendix 2](#) by:**
 - extending the range of sentences with more than one clause by using conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - using conjunctions, adverbs and prepositions to express time and cause
- **indicate grammatical and other features by:**
 - using and punctuating direct speech
- **use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading.**

Writing: Transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them ([English Appendix 1](#))
- spell further homophones
- spell words that are often misspelt ([English Appendix 1](#))
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- 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.

Writing: Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

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.

Spelling, Grammar and Writing Genres Overview Year 3

Word List

accident	earth	learn
actual	eight	length
address	experiment	library
answer	famous	material
appear	favourite	minute
arrive	February	natural
believe	forward(s)	often
bicycle	fruit	peculiar
build	grammar	position
busy	group	possible
centre	guard	promise
century	guide	purpose
certain	heard	quarter
circle	heart	question
complete	height	remember
describe	history	sentence
different	imagine	straight
difficult	increase	strange
disappear	important	surprise
early	interest	weight

Revision of work from Year 1 and Year 2

Pay special attention to the rules for adding suffixes.

Grammar, Vocab and Punctuation (Appendix 2)

Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology	<p>Adverb preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Spelling Statutory Requirements, Rules and Guidance Year 3 – Appendix 1

Statutory requirements	Rules and guidance (non-statutory)		Example words (non-statutory)
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.		myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.		young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.		
	Like un- , the prefixes dis- and mis- have negative meanings.		dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell)
	re- means ‘again’ or ‘back’.		re- : redo, refresh, return, reappear, redecorate
	sub- means ‘under’.		sub- : subdivide, subheading, submarine, submerge
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.		information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.		sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i , but only if the root word has more than one syllable.		happily, angrily
	(2) If the root word ends with –le , the –le is changed to –ly .		gently, simply, humbly, nobly
	(3/4) If the root word ends with –ic , –ally is added rather than just –ly , except in the word publicly.		basically, frantically, dramatically
	(4) The words truly, duly, wholly.		
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure . The ending sounding like /tʃə/ is often spelt –ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.		measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .		division, invasion, confusion, decision, collision, television
Introduce the suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i , but a few words have e .		poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /jən/, spelt –tion, –sion,	Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention.		invention, injection, action, hesitation, completion expansion, extension, comprehension, tension
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.		science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey			vein, weigh, eight, neighbour, they, obey
Homophones, homonyms, homographs	Homonyms	Homographs	Homophones
	Sound the same, look the same, different meaning Bat/bat, whip/whip, right/right, watch/watch	Look the same, have different sound and meaning Read/read. Lead/lead, sow/sow, wind/wind	berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s

Woodpeckers Writing Overview

Fiction

Narrative:	<i>Stories in an imaginary world</i>
	<i>Stories with adventure and mystery</i>
	<i>Traditional Tales - Fables</i>
	<i>Playscripts</i>

Non Fiction

Recounts <i>(Re-telling events, in time order)</i>
Instructions <i>(How to do something)</i>
Non-chronological reports <i>(Describing what things are like)</i>
Persuasion <i>(Why you should think this)</i>
Explanation <i>(How or why things work or happen)</i>

Other Writing Styles/ Texts

<i>Letters</i>
<i>Dictionaries</i>
<i>Thesaurus</i>

Poetry

Learning & Reciting <i>(Performance Poetry)</i>		
Writing poetry	Caligrams Shape poems Haikus, Tankas, Cinquains	Acrostic Nonsense Poems Riddles
Language	Personification Similes Rhyme	Alliteration Onomatopoeia

