



# Year 3 English Progression

Statutory Curriculum				
Reading	Writing	Grammar	Punctuation	Terminology
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words (NC Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. e.g. although, weight, eight</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> <p>use dictionaries to check the meaning of words that they have read</p> <p>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>recognise some different forms of poetry</p>	<p>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</p> <p>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</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p>	<p>Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]</p> <p>Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]</p> <p>Expressing time, place and cause using 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>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p><i>Revisiting punctuation from KS1</i></p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix clause, suffix, subordinate clause direct speech consonant, vowel letter inverted commas (or 'speech marks')</p>



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<p>check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predict what might happen from details stated and implied</p> <p>identify main ideas drawn from more than 1 paragraph and summarising these</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their 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>			
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Spellings	Genres	Texts
<ul style="list-style-type: none"> <li>The / / ɪ sound spelt y elsewhere than at the end of words</li> <li>The /ʌ/ sound spelt ou</li> <li>prefix re-, dis-, mis-, in- and super-</li> <li>suffix -ly and the exceptions</li> <li>Endings which sound like /ʒən/ spelt -sion</li> <li>suffix -ous with obvious root words</li> <li>Endings which sound like /ʃən/, spelt -sion,</li> <li>Words with the /k/ sound spelt ch</li> <li>Words with the /j/ sound spelt ch</li> <li>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</li> <li>Words with the /s/ sound spelt sc</li> <li>Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>Possessive apostrophe with plural words</li> <li>Homophones and near-homophones</li> </ul> <p><b>Statutory Spellings Challenge Words – Year 3 and 4 words</b>  actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar  consider, continue, describe, disappear, early, earth, eight/eighth, enough, extreme, famous, February, forward(s), fruit, grammar, group, guard, guide, heard heart, height, island, learn, library, natural, often, ordinary, particular, peculiar, popular, promise, purpose, question, recent, regular, sentence, separate special, surprise, various, weight, woman/women</p>	<p><b><u>Narratives</u></b>  Stories with familiar settings  Myths and Legends  Adventure and mystery  Dialogue and Plays  Character descriptions  Setting descriptions</p> <p><b><u>Non-Fiction</u></b>  Instructions  Explanations  Information Texts  Authors  Letters/Informal  Information Texts  Reports  Chronological reports  Recounts</p> <p>Poems to perform  Shape poetry and calligrams  Language play</p>	<ul style="list-style-type: none"> <li>The Hodgeheg by Dick King-Smith</li> <li>The Butterfly Lion by Michael Morpurgo</li> <li>The Twits by Roald Dahl</li> <li>Charlie and Chocolate Factory by Roald Dahl</li> <li>James and the Giant Peach by Roald Dahl</li> <li>The Sheep Pig by Dick King-Smith</li> <li>Horrid Henry series by Francesca Henry's</li> <li>Stone Age Boy</li> <li>The Great Kapok Tree</li> <li>It's too frightening for me by Shirley Hughes</li> <li>Myths and Legends (variety)</li> <li>Maud and the Dragon</li> </ul>



# Year 3 English Progression

## 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