

## English Scheme of Work – YEAR 3

| English Strand | NC Requirement   | Resources/Time   | Success Criteria (Outcome)   |
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| Grammar        | <p><b>By the end of Year 3:</b></p> <ul style="list-style-type: none"> <li>• Use correct grammatical terminology when discussing their writing</li> <li>• Use and understand the terms consonant and vowel</li> <li>• Explore word families based on common words</li> <li>• Recognise and explain what a conjunction is</li> <li>• Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</li> <li>• Use a or an appropriately</li> <li>• Create new nouns using prefixes</li> <li>• Recognise what a pronoun is</li> <li>• <i>Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them</i></li> <li>• Identify adverbs</li> <li>• Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)</li> <li>• Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</li> <li>• Use adverbs to express time, place and cause e.g. then, next, soon, therefore</li> <li>• Identify prepositions</li> </ul> | <ul style="list-style-type: none"> <li>• Grammar prompts on English board (conjunctions, consonant, vowel, pronouns, adverbs, different types of verbs, simile)</li> <li>• Model uses of adverbs, verb prefixes and similes on English board</li> <li>• Weekly grammar starters at the start of English lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Children's work to consistently demonstrate a sound understanding of:               <ul style="list-style-type: none"> <li>○ conjunctions</li> <li>○ adverbs</li> <li>○ prefixes (in relation to nouns and verbs)</li> <li>○ similes</li> <li>○ the use of correct tense</li> <li>○ prepositions</li> </ul> </li> </ul> |

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|                    | <ul style="list-style-type: none"> <li>• Use prepositions to express time, cause and place e.g. before, after, during, in, because of</li> <li>• <i>Use prepositional phrases to add detail to sentences</i></li> <li>• Understand what a main clause is</li> <li>• <i>Identify simple and compound sentences</i></li> </ul>  |   |  |
| <b>Handwriting</b> | <p><b>By the end of Year 3:</b></p> <ul style="list-style-type: none"> <li>• Write with joined handwriting consistently</li> <li>• <i>Make the move from pencil to pen in their handwriting</i></li> <li>• Write with joined handwriting in pen consistently</li> <li>• <i>Build keyboard skills to type, edit and redraft</i></li> <li>• <i>Develop fluency in typing</i></li> </ul>                           | <ul style="list-style-type: none"> <li>• Handwriting exercise books or paper (where necessary)</li> <li>• Handwriting-lined whiteboards</li> <li>• Handwriting pens</li> <li>• Laptops with Microsoft Word</li> </ul> | <ul style="list-style-type: none"> <li>• Children to be using pens and writing legibly and consistently in a joined up style.</li> <li>• Children to be able to produce a correctly formatted text with some support.</li> </ul>   |
| <b>Punctuation</b> | <p><b>By the end of Year 3:</b></p> <ul style="list-style-type: none"> <li>• Use correct grammatical terminology when discussing their writing</li> <li>• Recognise direct speech and inverted commas</li> <li>• Use direct speech and inverted commas</li> <li>• Use inverted commas</li> </ul>  | <ul style="list-style-type: none"> <li>• Punctuation models on English board</li> </ul>   | <ul style="list-style-type: none"> <li>• Children to maintain KS1 punctuation expectations.</li> <li>• Children to consistently use and punctuate speech correctly.</li> </ul>   |
| <b>Reading</b>     | <p><b>By the end of Year 3:</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Read words with unfamiliar spelling patterns</li> <li>• Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</li> <li>• Continue to build a knowledge of unusual grapheme phoneme correspondences</li> </ul> <p><b>Being a Reader</b></p> | <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Reading corners</li> <li>• Appropriate selection of free choice books</li> <li>• Reading comprehension scheme</li> </ul>                           | <ul style="list-style-type: none"> <li>• To read a wide range of texts with fluency and expression</li> <li>• To answer questions on direct and inferred meaning in relation to the text</li> <li>• To be able to discuss the structure of a range of standard texts</li> <li>• To understand the meaning of words and phrases in the text in the context that they are meant</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>• <i>Identify and remember common structural and language conventions in different text types</i></li> <li>• Read for a range of purposes</li> <li>• Retell stories, adding key details</li> <li>• Retell fairy stories or folk tales focusing on the theme</li> <li>• Know and recognise some forms of poetry</li> <li>• Prepare poems and plays to read aloud and perform</li> <li>• Use dictionaries to check word meanings</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Answer questions by referring back to the text</li> <li>• Check that they understand the text they are reading and explain the meaning of words in context</li> <li>• <i>Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described</i></li> <li>• Use textual details to draw conclusions about characters, settings and events</li> <li>• <i>Develop understanding by linking reading to other books or similar contexts</i></li> <li>• Predict what may happen and explain using detail from the text</li> <li>• Identify the key points in a text</li> <li>• Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</li> <li>• Explain the basic structures inherent in different text types (fiction and non-fiction)</li> </ul> |  | <ul style="list-style-type: none"> <li>• To develop a love of reading and an appreciation of its importance in everyday life</li> </ul> |
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|   | <ul style="list-style-type: none"> <li>• Explain the purpose of structural features</li> <li>• Select and explain favourite vocabulary choices</li> <li>• Identify basic language features inherent in different text types (fiction and non-fiction)</li> <li>• <i>Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</i></li> </ul>  |   |  |
| <b>Speaking, Listening and Discussion</b> | <p><b>By the end of Year 3:</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak fluently in sentences and without hesitation</li> <li>• Annotate poems and stories and perform them</li> <li>• Plan and deliver a presentation with an ‘attention grabbing’ opening and a satisfying conclusion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Hold a conversation with peers and adults</li> <li>• Evaluate the effectiveness of others’ performances</li> <li>• Evaluate the effectiveness of others’ presentations</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• <i>Disagree politely with peers</i></li> <li>• Use discussion to organise roles within a group</li> <li>• Discuss a wider range of feelings and emotions</li> </ul> | •   | <ul style="list-style-type: none"> <li>• To deliver a presentation or performance with confidence, expression and gesture</li> <li>• To listen for an extended period of time</li> <li>• To engage in constructive conversation and feedback to another</li> </ul> |
| <b>Spelling</b>                           | <p><b>By the end of Year 3:</b></p> <ul style="list-style-type: none"> <li>• Use a dictionary to check words</li> <li>• Consolidate spelling patterns from Y2</li> </ul>  | <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Thesauruses</li> <li>• Weekly spellings (see NC for examples of words)</li> <li>• Word list for Years 3 &amp; 4</li> </ul> | <ul style="list-style-type: none"> <li>• Children’s work shows application of NC expectations in spelling</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• <i>Investigate spelling patterns and conventions</i></li> <li>• <i>Spell words with the prefix pre-</i></li> <li>• Spell words with the prefix sub-</li> <li>• <i>Spell words with the prefix ex-</i></li> <li>• <i>Spell two syllable words containing double consonants e.g. dinner</i></li> <li>• Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener</li> <li>• Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt</li> <li>• Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women</li> <li>• Spell words with the ou spelling of the u sound e.g. young, touch, double</li> <li>• Spell words with the prefixes in-, il-, im- and ir-</li> <li>• Spell words with the prefix dis-</li> <li>• Spell words with the prefix mis-</li> <li>• Spell words with the prefix re-</li> <li>• <i>Spell words with the prefix de-</i></li> <li>• <i>Spell words with the prefix over-</i></li> <li>• Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember</li> <li>• Spell words with the prefix inter-</li> <li>• Spell words with the prefix super-</li> <li>• Spell words with the prefix anti-</li> </ul> | <p>from NC</p> <ul style="list-style-type: none"> <li>• Weekly starters in English lessons relating to the application of spelling rules</li> </ul> |  |
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|                            | <ul style="list-style-type: none"> <li>• Spell words with the prefix auto-</li> <li>• Spell words with the suffix -ation</li> <li>• <i>Spell words with the prefix non-</i></li> <li>• <i>Spell words with the prefix co-</i></li> <li>• Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through</li> <li>• Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</li> <li>• <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i></li> </ul>  |   |  |
| <b>Writing Composition</b> | <p><b>By the end of Year 3:</b></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Use the structures, grammar and vocabulary of written texts to plan and write their own</li> <li>• Compose and orally rehearse sentences <i>and lines of poetry</i> which are increasingly rich in structure and vocabulary</li> <li>• <i>Use ideas and content appropriate to the subject and text type</i></li> <li>• Collect and use suitable vocabulary for a text</li> <li>• Use headings and sub-headings</li> <li>• Experiment with layout when writing non-fiction texts</li> <li>• Use paragraphs to group related material</li> <li>• <i>Use their imagination to write engaging texts</i></li> <li>• Create settings using well-chosen words and phrases</li> </ul> | <ul style="list-style-type: none"> <li>• Pie Corbett Bumper Book of Story Telling into Writing KS2 (fiction)</li> <li>• Talk for Writing Across the Curriculum (non-fiction)</li> <li>• Flip chart paper</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Red and Green assessment</li> <li>• Big Write</li> <li>• iPads (or similar) for recording and evaluating drama</li> </ul> | <ul style="list-style-type: none"> <li>• Children to independently create texts from a range of text types that are appropriate to and capture the reader and follow a standard text structure</li> <li>• Children's text to: <ul style="list-style-type: none"> <li>○ flow and make sense through careful re-reading and editing</li> <li>○ demonstrate careful use of vocabulary e.g. chosen for effect</li> <li>○ be correctly sequenced and paragraphed</li> </ul> </li> </ul> |

- Create characters using well-chosen words and phrases
  - Create a coherent plot in a story
  - *Signal sequence, place and time to give coherence to writing*
  - *Use language to create an effect e.g. creating a mood*
  - *To improve their writing style by covering the text type progression relevant to year (see Appendix A below)*
  - *Use library classification to find reference materials*
  - *Take notes by summarising, deleting and substituting*
  - Retrieve, record and present information
- Drama**
- *Create atmosphere through the use of voice and movement*
  - Create characters in an improvised drama
  - *Devise and act in plays showing character through voice and movement*
- Evaluation**
- Proof-read for spelling, grammar and punctuation errors
  - Evaluate their work effectively and make improvements based on this
  - Evaluate the work of others and suggest improvements
  - Use expression, intonation and tone when reading aloud their writing

## Appendix A: Text Type Progression through the years