

Spoken Language (Years 1-6)

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge
3. Use relevant strategies to build their vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of Standard English
9. Participate in discussions, presentations, performances, role-play/improvisations and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use appropriate registers for effective communication

Reading

1. 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
2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

1. Develop positive attitudes to reading and understanding of what they read by:
 - i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ii. 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**
 - iii. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - iv. identifying themes and conventions in a wide range of books
 - v. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - vi. discussing words and phrases that capture the reader's interest and imagination
 - vii. recognising some different forms of poetry [for example, free verse, narrative poetry]
2. Understand what they read, in books they can read independently, by:
 - i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - ii. asking questions to improve their understanding of a text
 - iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - iv. predicting what might happen from details stated and implied
 - v. identifying main ideas drawn from more than one paragraph and summarising these
 - vi. identifying how language, structure, and presentation contribute to meaning
3. retrieve and record information from non-fiction
4. 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.

Handwriting and Presentation

1. 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.
2. 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].

Composition

1. plan their writing by:
 - i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - ii. discussing and recording ideas
2. draft and write by:
 - i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - ii. organising paragraphs around a theme
 - iii. in narratives, creating settings, characters and plot
 - iv. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
3. evaluate and edit by:
 - i. assessing the effectiveness of their own and others' writing and suggesting improvements
 - ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
4. proof-read for spelling and punctuation errors
5. 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.

Vocabulary, Grammar & Punctuation

1. develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - ii. using the present perfect form of verbs in contrast to the past tense
 - iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - iv. using conjunctions, adverbs and prepositions to express time and cause
 - v. using fronted adverbials
 - vi. learning the grammar for years 3 in [English Appendix 2](#)
2. indicate grammatical and other features by:
 - i. using commas after fronted adverbials
 - ii. indicating possession by using the possessive apostrophe with plural nouns
 - iii. using and punctuating direct speech
3. use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading.

APPENDIX 2: Year 3: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Text Structure

Consolidate +
Introduce:
Fiction
Secure use of planning tools: Story map / story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)

Plan opening around character(s), setting, time of day and type of weather

Paragraphs to organise ideas into each story part

Extended vocabulary to introduce 5 story parts:
Introduction –should include detailed description of setting or characters

Build-up –build in some suspense towards the problem or dilemma
Problem / Dilemma –include detail of actions / dialogue
Resolution – should link with the problem
Ending –clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

Non-Fiction
(Refer to Connectives and Sentence Signposts document for Introduction and Endings)

Introduce:
Secure use of planning tools:
e.g. Text map, washing line, 'Boxing-up' grid, story grids
Paragraphs to organise ideas around a theme
Introduction
Develop hook to introduce and tempt reader in e.g. *Who....? What...? Where...? Why...? When...? How...?*

Middle Section(s)
Group related ideas /facts into paragraphs
Sub headings to introduce sections / paragraphs
Topic sentences to introduce paragraphs
Lists of steps to be taken
Bullet points for facts
Flow diagram

Develop Ending
Personal response
Extra information / reminders e.g. Information boxes/ Five Amazing Facts
Wow comment

Use of the perfect form of verbs to mark relationships of time and cause e.g. *I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.*

Sentence Construction

Consolidate +
Introduce:
Vary long and short sentences:
Long sentences to add description or information.
Short sentences for emphasis and making key points e.g. *Sam was really unhappy. Visit the farm now.*

Embellished simple sentences:
Adverb starters to add detail e.g. *Carefully, she crawled along the floor of the cave....*
Amazingly, small insects can...
Adverbial phrases used as a 'where', 'when' or 'how' starter (**fronted adverbials**)
A few days ago, we discovered a hidden box.
At the back of the eye, is the retina.
In a strange way, he looked at me.
Prepositional phrases to place the action: *on the mat; behind the tree, in the air*

Compound sentences (Coordination)
using connectives:
and/ or /but / so /for /nor / yet (coordinating conjunctions)

Develop complex sentences
(Subordination) with range of subordinating conjunctions
(See Connectives and Sentence Signposts doc.)
-ing' clauses as starters e.g. *Sighing, the boy finished his homework.*
Grunting, the pig lay down to sleep.

Drop in a relative clause using: who/whom/which/whose/
that e.g. *The girl, whom I remember, had long black hair.*
The boy, whose name is George, thinks he is very brave.
The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.

Sentence of 3 for description e.g.
The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.

Pattern of 3 for persuasion e.g.
Visit, Swim, Enjoy!

Topic sentences to introduce non-fiction paragraphs e.g.
Dragons are found across the world.
Dialogue –powerful speech verb
e.g. *"Hello," she whispered.*

Literature Spine

Stories:
Dancing Bear (Michael Morpurgo)
The Worst Witch (Jill Murphy)
Pirate Pandemonium (Jeremy Strong)
The Faraway Tree (Enid Blyton)
Just So Stories (Rudyard Kipling)
Matilda (Roald Dahl)
Oh, The Places You'll Go (Dr. Seuss)
You're a bad man, Mr Gum! (Andy Stanton)
How to Train Your Dragon (Cressida Cowell)
Aladdin and the Enchanted Lamp (Philip Pullman)
On the Ghost Trail (Chris Rowling)
Jack and the Beanstalk (Pie Corbett)
Iron Man (Ted Hughes)
The Firemaker's Daughter (Philip Pullman)
The Witch's Tears (Jenny Nimmo)
Toad Rage (Morris Gleitzman)

Poems:

Spelling (see also Appendix 1)

1. use further prefixes and suffixes and understand how to add them ([English Appendix 1](#))
2. spell further homophones
3. spell words that are often misspelt ([English Appendix 1](#))
4. place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
5. use the first two or three letters of a word to check its spelling in a dictionary
6. write from memory simple sentences, dictated by the teacher; that include words and punctuation taught so far.

Statutory Genres

1. Fiction - narrative
2. Non-fiction - use organisational devices

Year 3 English Overview

Word Structure/Language

Consolidate +
Introduce
Prepositions
Next to by the side of In front of during through throughout because of

Powerful verbs
e.g. stare, tremble, slither

Boastful Language
e.g. magnificent, unbelievable, exciting!

More specific / technical vocabulary to add detail
e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.*

Drops of rain pounded on the corrugated, tin roof.

Nouns formed from prefixes
e.g. auto... super...anti...

Word Families based on common words
e.g. teacher –teach, beauty – beautiful

Use of determiners a or an according to whether next word begins with a vowel
e.g. *a rock, an open box*

Terminology

preposition
conjunction
word family/class
prefix
clause
subordinate clause
direct speech
consonant
consonant letter vowel
vowel letter
inverted commas (or 'speech marks')
Adverb
Determiner
Synonyms
Relative clause
Relative pronoun
Imperative
Colon for instructions

Punctuation (underlined in italics is statutory for New Curriculum)

Consolidate +
Introduce:

Colon before a list e.g. *What you need:*

Ellipses to keep the reader hanging on

Secure use of inverted commas for direct speech

Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)

