

# English Overview: Year 3

<b>Context</b> <p>Children should produce longer pieces of writing for different purposes, adopting and maintaining form and keeping the reader's interest. Children should write using different forms such as poetry, narrative, recount (trips, visits, historical events, diaries, letters, news reports, biographies), reports, explanation (e.g. linked to Science), instructions, persuasion. Draw ideas from a wide range of reading across the curriculum. Children should use the appropriate terminology when discussing their written work.</p>		
<b>Plan</b> <ul style="list-style-type: none"><li>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</li><li>Plan using the features of a given form.</li><li>Plan his/her writing by discussing and recording ideas within a given structure.</li><li>Plan by selecting vocabulary and phrases to interest the reader.</li></ul>	<b>Spelling</b> <ul style="list-style-type: none"><li>Use the prefixes un-, dis-, mis-, re-, pre-.</li><li>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</li><li>Use the suffix -ly.</li><li>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</li><li>Spell words with endings which sound like 'zhun' e.g. division, decision.</li><li>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/ piece, plain/plane.</li><li>Spell words that are often misspelt (English Appendix 1).</li><li>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</li><li>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</li><li>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</li><li>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</li><li>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</li><li>Use the first two or three letters of a word to check its spelling in a dictionary.</li><li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul>	<b>Grammar</b> <ul style="list-style-type: none"><li>Use statements, questions, exclamations and commands for the appropriate effect.</li><li>Confidently use the progressive forms of verbs.</li><li>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</li><li>Express time, place and cause using co-ordinating and subordinating 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.</li><li>Use expanded noun phrases to add description and detail. Learn the grammar for Years 3 and 4 within English Appendix 2.</li><li>Understand and use the following grammatical terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').</li></ul>
<b>Draft and Write</b> <ul style="list-style-type: none"><li>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from i.e. simple, compound and complex using varied conjunctions such as when, before, after, while, so, because.</li><li>Draft and write by organising writing into paragraphs as a way of grouping related material.</li><li>Draft and write in narratives, creating settings, characters and plot, including:<ul style="list-style-type: none"><li>a full sequence of events, dilemma/conflict and resolution</li><li>consistent use of 1st of 3rd person</li><li>some dialogue to show relationships between two characters</li></ul></li><li>Draft and write non-narrative material, using headings and subheadings to organise texts.</li><li>Use headings and sub-headings to aid presentation.</li><li>Use the past and present tense appropriately and consistently throughout writing.</li></ul>		<b>Vocabulary</b> <ul style="list-style-type: none"><li>Understand and use effectively vocabulary typical of informal. Form nouns using a range of prefixes e.g. super-, anti-, auto-.</li><li>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.</li><li>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</li></ul>
<b>Evaluate and Edit</b> <ul style="list-style-type: none"><li>Evaluate and edit by assessing the effectiveness of his/her own and others' writing. Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. Re-read writing to check for meaning and tense forms. Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. Read his/her 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.</li></ul>	<b>Punctuation</b> <ul style="list-style-type: none"><li>Mostly accurate use full stops and capital letters (including for proper nouns).</li><li>Mostly accurate use exclamation marks and question marks.</li><li>Mostly accurate use commas to separate items in a list.</li><li>Some accurate use of apostrophes for contracted forms e.g. don't.</li><li>Some use inverted commas to punctuate direct speech.</li></ul>	<b>Handwriting</b> <ul style="list-style-type: none"><li>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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.</li></ul>

