

YEAR THREE ENGLISH

SUMMARY OF YEARLY PLANNING

CONTENTS

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level.

They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching will be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently.

They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. We will therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.

Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. We will make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.

Pupils will be beginning to understand how writing can be different from speech. Joined handwriting will be encouraged; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

	START DATE	END DATE	LESSONS	CONTENTS
1st T E R M	11-SEP.	14-SEP.	4	REVISION AND INITIAL TEST
	17-SEP.	22-OCT.	20	<p>Writing: Descriptive opening using a character and setting. Alternative version of a story/tale.</p> <p>Spelling: Suffixes ('-s', '-es', '-er', '-ed', '-ing'). Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey) and words from statutory and personal spelling lists: Homophones</p> <p>Composition: Secure use of planning through story maps and boxed up plans. Plan opening around character, setting, time of day and type of weather. Paragraphs to organise ideas into each story part. Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending.</p> <p>Grammar and punctuation: Vary long and short sentences. Long- to add description or information. Short – for emphasis making key points. Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave. Use of commas after fronted adverbials. Secure use of inverted commas for direct speech. Prepositions. Powerful verbs.</p> <p>Spoken Language: Give well-structured descriptions and narratives for different purposes. Use relevant strategies to build vocabulary. Use spoken language to develop understanding through imagining and exploring ideas. Participate in discussions.</p> <p>Reading: Discussing words and phrases that capture the reader's interest and imagination, checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 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. 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>
	22-OCT.	26-OCT.	HALF-TERM	
	30-OCT.	14-DEC.	20	<p>Writing: Non-chronological report/brochure. Instructions.</p> <p>Spelling: Prefixes 'mis-' and 're-'. The /t/ sound spelt 'y'. Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin). Homophones. Words from statutory and personal spelling lists. Proofreading.</p> <p>Composition: Secure use of planning through boxed up plans. Paragraphs to organise ideas around a theme. Develop hook in introduction to introduce and tempt reader in (Who...? What...? Where...? When...? Why...? How...?). Group related facts and ideas into paragraphs. Topic sentences to introduce paragraphs.</p> <p>Grammar and punctuation: Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way). Use of commas after fronted adverbials. Colon before a list.</p> <p>Spoken Language: Ask relevant questions to extend their understanding and knowledge. Give well-structured explanations for different purposes. Speak audibly and fluently with an increasing command of Standard English.</p> <p>Reading: 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. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Using dictionaries to check the meaning of words that they have read.</p>
	17-DEC.	19-DEC.	3	REVISION
	20-DEC.	07-JAN.	CHRISTMAS BREAK	

	START DATE	END DATE	LESSONS	CONTENTS
2nd T E R M	08-JAN.	15-FEB.	20	<p>Writing: Informal letter from one character to another. Additional chapter for the story of 'untold' events. Compare different poems including kennings.</p> <p>Spelling: suffixes '-ness' and '-ful' following a consonant. Prefixes 'sub-' and 'tele-'. Apostrophe for contraction. Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss' (ion/ure). Revise suffixes '-ness' and '-ful'. Teach suffixes '-less' and '-ly'. Words from statutory and personal spelling list.</p> <p>Composition: Secure use of planning through story maps and boxed up plans. Paragraphs to organise ideas into each story part.</p> <p>Grammar and punctuation: Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way). Use of commas after fronted adverbials. Ellipses to keep the reader hanging on. Secure use of inverted commas for direct speech. Powerful verbs.</p> <p>Spoken Language: Give well-structured descriptions and narratives for different purposes, including expressing feelings. Use relevant strategies to build vocabulary. Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Reading: Discussing words and phrases that capture the reader's interest and imagination. 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. 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. Using dictionaries to check the meaning of words that they have read</p>
	18-FEB.	22-FEB.	HALF-TERM	
	25-FEB.	02-APR.	20	<p>Writing: Book reviews. Compare different versions of the same book or author</p> <p>Spelling: Prefixes 'super-' and 'auto-'. Words with the /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones. Proofreading. Words from statutory and personal spelling lists.</p> <p>Composition: Secure use of planning through story maps and boxed up plans. Paragraphs to organise ideas around a theme. Group related facts and ideas into paragraphs.</p> <p>Grammar and punctuation: 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 e.g. He has left his hat behind as opposed to he left his hat behind. Use of determiners a or an.</p> <p>Spoken Language: Use spoken language to develop understanding through imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English.</p> <p>Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates. Listen and respond appropriately to adults and peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Reading: 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. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Using dictionaries to check the meaning of words that they have read. Identifying themes and conventions in a wide range of books.</p>
	02-APR.	05-APR.	4	REVISION
	08-APR.	22-APR.	EASTER HOLIDAYS	

	START DATE	END DATE	LESSONS	CONTENTS
3rd T E R M	23-APR.	24-MAY.	16	<p>Writing: Diary entry. Story with a similar plotline. Poems with a structure based inspired by the text.</p> <p>Spelling: Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly').</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'. Words from statutory and personal spelling lists. Vowel digraphs.</p> <p>Composition: Secure use of planning through story maps and boxed up plans. Extended vocabulary to introduce the 5 story parts: Introduction, build-up, Problem/Dilemma, Resolution, Ending. Personal response in the ending. Extra information/reminders in ending.</p> <p>Grammar and punctuation: Adverbial phrases (fronted adverbials) used as a 'where', 'when', 'how' starter (A few days ago, At the back of the eye, In a strange way). Use of commas after fronted adverbials. Ellipses to keep the reader hanging on. Secure use of inverted commas for direct speech. Prepositions.</p> <p>Spoken Language: Use spoken language to develop understanding through imagining and exploring ideas. Give well-structured descriptions and narratives for different purposes, including expressing feelings. Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Reading: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry [for example, free verse, narrative poetry]. Discussing words and phrases that capture the reader's interest and imagination. 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 how language, structure, and presentation contribute to meaning. Identifying themes and conventions in a wide range of books.</p>
	27- MAY.	31- MAY.	HALF-TERM	
	03-JUN.	05- JUL.	20	<p>Writing: Adverts. Formal letter to persuade</p> <p>Spelling: The /N/ sound spelt 'ou'. Homophones. Proofreading. Words from statutory and personal spelling lists. Revision as needed.</p> <p>Composition: Secure use of planning through story maps and boxed up plans. Paragraphs to organise ideas around a theme. Group related facts and ideas into paragraphs. Personal response in the ending. Extra information/reminders in ending. Use if perfect form of verbs to mark relationships between time and cause.</p> <p>Grammar and punctuation: Use of the perfect form of verbs to marks 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 e.g. He has left his hat behind as opposed to he left his hat behind. Powerful verbs. Boastful language.</p> <p>Spoken Language: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Articulate and justify answers, arguments and opinions.</p> <p>Reading: 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. Identifying main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction 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. Identifying main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction.</p>
	08- JUL.	09- JUL.	2	REVISION
SUMMER HOLIDAYS				

EVALUATION CRITERIA

Reading	25 %
Writing	25 %
Speaking	25 %
Listening	25 %
	100,00%

ASSESSMENT TOOLS

WRITTEN SKILLS	ORAL SKILLS	COLLABORATIVE AND INDIVIDUAL WORK.
<ul style="list-style-type: none"> ✓ Various classroom tasks. ✓ Varying activities to evaluate each student (textbook/ photocopiable worksheets/ written tests). ✓ Interactive ICT activities. ✓ Workbook. 	<ul style="list-style-type: none"> ✓ Individual and collective questions. ✓ Dialogue. ✓ Oral presentations. ✓ Oral test. 	<ul style="list-style-type: none"> ✓ Observe and grade the participation of each student along with the quality of their answers. ✓ Group work. ✓ Individual work.

METHODOLOGY

Communicative and active methodology along with class participation and demonstration.

There are four, one-hour lessons of English per week in year 3. They are set out as follows:

- Day 1: Spelling, Grammar and Punctuation.
- Day 2: Listening and Reading Comprehension.
- Day 3: Creative Writing.
- Day 4: Spelling test, reading of class text and book review.

+ Spelling homework will be set every Thursday or Friday. Spelling Tests will be done every Tuesday.

* Reading Books. Each class have a reading record sheet. Please make sure that they complete the book report. It is vital that children do read at home in order to practise their knowledge of words, sentences and texts and to understand and respond to the meaning.