## Year 3 English MediumTerm Plan

Spell words that are often misspelt (English Appendix 1). Place the possessive apostrophe accurately in words with rregular plurals, e.g. children's. Use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another, are best left unjoined. Use the eligibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced of a word to check its spelling in a dictionary.  Spell words by adding the  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.  Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of root words they meets to include: dis-, mis-, ii-, ii-, im-, ir-, -ly.  Use the first two or three letters of a word to check its spelling in a dictionary.  Use the present perfect form of verbs instead of the simple past, including when, if, because, although.  Vary the amount of detail and conic of vocabulary, depending on the purpose and the audience.  Take a full part in paired and group discussions.  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Spelling	Handwriting	Reading	Vocabulary, Grammar and	Spoken Language	Composition
Spell words that are often misspell (English Appendix 1). Beguing a wider range of the plantillures. Blee the first two or three letters of a word to check its spelling and soundershard which perfects of a word to check its spelling in dictionary.  Spell words by adding the perfixes of in, re, anti- supers, aub.  Spell words by adding the suffixes—ous, 4y, 1-in, 1				Punctuation		
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letters, when adjacent to one another, are best let unjoined. Place the possessive apostrophe accurately in vorde and in vorde with regular plurias, e.g., children's.  Use the first two or three letters of a word to check its spelling in a dictionary.  Use the first two or three letters of a word to check its spelling in a dictionary.  Spell words by adding the prefixes dis., in, re., anti-super, sub-adding the suffixes —ous, -ly, -ion.  -ion.  -ion.  Spell words ending in –ture Add—alton to verbs to form nouns.  Spell words with the 'c' sound spell' chin.  Spell words w		1				
Place the possessive apostrophe accurately in words with irregular plants, e.g., children's.  Use the first two or three letters of a word to check its spelling in a dictionary.  Use the first two or three letters of a word to check its spelling in a dictionary.  Use the first two or three letters of a word to check its spelling in a dictionary.  Spell words by adding the perfices dis., in, re, anti-superi, sub-land.  Add im- to root words beginning with 'm' or 'p'.  Add im- to root words beginning with 'm' or 'p'.  Add im- to root words beginning with 'm' or 'p'.  Add im- to root words beginning with 'm' or 'p'.  Add will not be suffixes – ous, -ly, -ion, -ian.  Spell words ending in —ture  Spell words with the 's' sound spell two first on the spell' words with the 's' sound spell' children's.  Spell words wit			Apply their growing knowledge	using a wider range of		
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Dealth effict two or three letters of a word to check its spelling in a dictionary.  Spell words by adding the prefixes dies, in-, re-, anti-super-, sub  Add im- to root words beginning with "in" or "p".  Comprehension  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Spell words ending in —ture  Add —ation to verbs to form nouns.  Spell words with the "o' sound spell t'ch'.  Spell words with the 'sh' sound spell t'ch'.  Spell words with the 'sh' sound spell t'ch'.  Spell words with the 'sh' sound spell t'ch'.  Write from memory simple sendences, dictated by the teacher, that include words and punctuation taught so far.  Discuss words and phrases that  Discuss words and phrases that  Read further exception words, choing the unusual correspondences between spelling and sound, and where these occur in the word.  Comprehension  Read further exception words, choing the unusual correspondences between spelling and sound, and where the second in the unusual correspondences between spelling and sound, and where the second in the verble.  Comprehension  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Listen to and discuss a wide range of purposes.  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books are related in the plays are such as the forms and the verbilate.  Listen to and discuss as wide range of fiction, poetry fiv		0 0 ,			audience.	
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a didescenders of letters do not touch.  Spell words by adding the prefixes dis-, in-, re-, antil- super-, sub  Add in- to root words beginning with "m' or 'p'.  Add in- to root words beginning in- line.  Add allon to verbs to form nouns.  Spell words with the 'c' sound spelt 'ch'.  Spell words with the 'sh' sound spelt 'ch'.  Spell words with the 'sh' sound spelt 'ch'.  Spell words where the short 'l' sound spelt 'ch'.  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Add in to to rob words beginning with "m' or 'p'.  Listen to and discuss a wide range of profiction, poerly, plays, non-fiction and reference books or textbooks.  Listen to and discuss a wide range of folion, poerly, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and reading for a range of purposes.  Read books that are structured in different ways and reading for a range of purposes.  Spell words with the 'c' sound spelt 'ch'.  Spell words where the short 'l' sound is spelt 'y'.  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Discuss words and phrases that  Discuss words and phrases that  Isten to and discuss a wide range of books or textbooks.  Use dictionaries to check the meaning of words that they have read.  Use dictionaries to check the meaning of words that they have read.  Use dictionaries to check the meaning of words that they have read.  Use dictionaries to check the meaning of words that they have read.  Use dictionaries to check the meaning of words that they have read.  Use the forms 'a 'or 'an' and audience.  Porm nouns using a range of prefixes e.g. super-, anti-, auto- Use the forms 'a 'or 'an' and word words word in the form and wide range of books.  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Write from perms from memory simple sentences, dictated by the teacher, that include w		sufficiently so that the ascenders		Choose nouns or pronouns	group disoussions.	
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Comprehension  Add im- to root words beginning with "in" or 'p'.  Adding the suffixes –ous, -ly, - ion, -ian.  Read books that are structured in different ways and reading for a range of purposes.  Add—ation to verbs to form nouns.  Spell words ending in —ture  Spell words with the 'c' sound spelt 'ch'.  Spell words with the 'sh' sound spelt 'ch'.  Spell words where the short 'l' sound is spelt 'y'.  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Discuss words and phrases that  Comprehension  Use commas after fronted adverbials.  Indicate possession by using the po	Spell words by adding the			'	'	an increasing range of sentence
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Add in to root words beginning with "no" r'p".  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and reading for a range of purposes.  Add—ation to verbs to form nouns.  Spell words with the "c" sound spell" 'ch".  Spell words with the "sh" sound spell" 'ch".  Spell words where the short "I" sound is spelt "y".  Spell words where the short "I" sound spell "ch".  Spell words where the short "I" sound spell "ch".  Spell words where the short "I" sound spell "ch".  Spell words where the short "I" sound spell to read aloud and to perform, showing understanding through intonation, tone, volume and punctuation taught so far.  Listen carefully and make relevant comments.  Indicate possession by using the relevant comments.  Indicate possession by using the relevant comments.  Indicate possession by using the possession by using the possession by using the possession and tons.  Introduce inverted commas to punctuate direct speech.  Form nouns using a range of prefixes e.g. super-, anti-, auto  Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a wowle e.g. a rock, an open box.  Spell words where the short 'I' sound is spelt 'y'.  Spell words where the short 'I' sound is spelt 'y'.  Spell words where the short 'I' sound is spelt 'y'.  Identify themes and conventions in a wide range of books, including fairy stories, myths and legand and refell some of these orally.  Identify the messand conventions in a wide range of posses, including the possession by using the posses.  Introduce inverted commas to punctuate dorman and sounders.  Perform poems	, sub		Comprehension		language and add relevant	, , , , ,
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Adding the suffixes –ous, -ly, - ion, -ian.  Read books that are structured in different ways and reading for a range of purposes.  Use dictionaries to check the meaning of words that they have read.  Spell words with the 'c' sound spell 'ch'.  Spell words where the short 'l' sound is spell 'y'.  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Or textbooks.  Read books that are structured in different ways and reading for a range of purposes.  Use dictionaries to check the meaning of words that they have read.  Use dictionaries to check the meaning of words that they have read.  Use dictionaries to check the meaning of words that they have read.  Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a dapting expression and tone as appropriate.  Present ideas or information to an audience.  Recognise that meaning can be expressed in different ways, depending on the context.  Perform poems from memory adapting expression and tone as appropriate.  Present ideas or information to an audience.  Recognise that meaning can be expressed in different ways, depending on the context.  Perform poems from memory adapting expression and tone as appropriate.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, Oik;  In non-narrative material, use simple organisation devices, e.g. headings Assess the effectiveness of their own and others' writing and suggest improvements.  Identify word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solve, dissolve, insoluble.  Express time, place and cause using conjunctions (e.g. when, before, after, while, so, before a reading to the context.  In non-narrative materi	with 'm' or 'p'.					
ion, — ian.  Read books that are structured in different ways and reading for a range of purposes.  Use dictionaries to check the meaning of words that they have read.  Spell words with the 'c' sound spelt 'ch'.  Spell words where the short 'l' sound spelt 'ch'.  Spell words where the short 'l' sound spelt 'ch'.  Spell words where the short 'l' sound spelt your sentences, dictated by the teacher, that include words and punctuation taught so far.  Discuss words and phrases that  Read books that are structured in different ways and reading for a range of purposes.  Introduce inverted commas to punctuated direct speech.  Form nouns using a range of prefixes e.g. super-, anti-, auto- use expressed in different ways, depending on the context.  Was 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.  Identify themes and conventions in a wide range of books.  Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Discuss words and phrases that  Present ideas or information to an audience.  Recognise that meaning can be expressed in different ways, depending on the context.  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.  Identify word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble.  Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), advertes (e.g. then,					relevant comments.	
Read books that are structured in different ways and reading to a range of purposes.  Add —ation to verbs to form nouns.  Spell words with the 'c' sound spell 'ch'.  Spell words with the 'sh' sound spell 'ch'.  Spell words where the short 'l' sound spelf 'y'.  Spell words where the short 'l' sound spelf 'y'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound spelf 'ch'.  Spell words where the short 'l' sound in a wide range of books.  Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Discuss words and phrases that  Discuss words and phrases that			or textbooks.			characters and plot.
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			Discuss words and phrases that			30 that the meaning is deal.
imagination. prepositions (e.g. before, after,			•			

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Recognise some different forms of poetry, e.g. free verse, narrative poetry.	during, in, because of).		
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.			
Ask questions to improve their understanding of a text.			
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.			
Predict what might happen from details stated and implied.			
Identify main ideas drawn from more than one paragraph and summarise these.			
Identify how language, structure, and presentation contribute to meaning.			
Retrieve and record information from non-fiction.			
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.			