

Year 3 English MediumTerm Plan

Spelling	Handwriting	Reading	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals, e.g. girls', boys' and in words with irregular plurals, e.g. children's.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell words by adding the prefixes dis-, in-, re-, anti- super-, sub-.</p> <p>Add im- to root words beginning with 'm' or 'p'.</p> <p>Adding the suffixes -ous, -ly, -ion, -ian.</p> <p>Spell words ending in -ture</p> <p>Add -ation to verbs to form nouns.</p> <p>Spell words with the 'c' sound spelt 'ch'.</p> <p>Spell words with the 'sh' sound spelt 'ch'.</p> <p>Spell words where the short 'i' sound is spelt 'y'.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>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.</p> <p>Increase the legibility, 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 sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p><u>Word Reading</u></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meets to include: dis-, mis-, in-, il-, im-, ir-, -ly.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><u>Comprehension</u></p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>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'.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Introduce inverted commas to punctuate direct speech.</p> <p>Form nouns using a range of prefixes e.g. super-, anti-, auto-.</p> <p>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.</p> <p>Identify word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble.</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after,</p>	<p>Sequence and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</p> <p>Take a full part in paired and group discussions.</p> <p>Know when Standard English is required and use it.</p> <p>Re-tell a story using narrative language and add relevant detail.</p> <p>Listen carefully and make relevant comments.</p> <p>Present ideas or information to an audience.</p> <p>Recognise that meaning can be expressed in different ways, depending on the context.</p> <p>Perform poems from memory adapting expression and tone as appropriate.</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan their writing by discussing and recording ideas within a given structure.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisation devices, e.g. headings and sub-headings</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.0%)</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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.</p>

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