

Year 3 Literacy Curriculum Coverage

Statutory Curriculum				
Reading	Writing	Grammar	Punctuation	Terminology
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words (NC Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. e.g. although, weight, eight</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 familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying 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>recognise some different forms of poetry</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>discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures See Pie Corbett Progression sheet for examples</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]</p> <p>Expressing 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, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of 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><i>Revisiting punctuation from KS1</i></p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, vowel letter inverted commas (or 'speech marks')</p>

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<p>check that the text makes sense to them, discuss their understanding, and explain 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 1 paragraph and summarising 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>	<p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their 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</p>			
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Spellings	Genres	Texts
<ul style="list-style-type: none"> • The //ɪ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • prefix re-, dis-, mis-, in- and super- • suffix -ly and the exceptions • Endings which sound like /ʒən/ spelt -sion • suffix -ous with obvious root words • Endings which sound like /ʃən/, spelt -sion, • Words with the /k/ sound spelt ch • Words with the /ʃ/ sound spelt ch • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que • Words with the /s/ sound spelt sc • Words with the /eɪ/ sound spelt ei, eigh, or ey • Possessive apostrophe with plural words • Homophones and near-homophones <p>Statutory Spellings Challenge Words actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar consider, continue, describe, disappear, early, earth, eight/eighth, enough, extreme, famous, February, forward(s), fruit, grammar, group, guard, guide, heard heart, height, island, learn, library, natural, often, ordinary, particular, peculiar, popular, promise, purpose, question, recent, regular, sentence, separate special, surprise, various, weight, woman/women</p>	<p><u>Narratives</u> Stories with familiar settings Myths and Legends Adventure and mystery Dialogue and Plays Character descriptions Setting descriptions</p> <p><u>Non-Fiction</u> Instructions Information Texts Authors Letters/Informal Information Texts Reports Chronological reports Recounts</p> <p>Poems to perform Shape poetry and calligrams Language play</p>	<ul style="list-style-type: none"> • The Minpins by Roald Dahl • The Ice Palace by Robert Swindells • The Hodgeheg by Dick King-Smith • Diary of a Killer Cat by Anne Fine • The Firework-makers Daughter by Philip Pullman • Cool by Michael Morpurgo • The Butterfly Lion by Michael Morpurgo • The Twits by Roald Dahl • Charlie and Chocolate Factory by Roald Dahl • James and the Giant Peach by Roald Dahl • The BFG by Roald Dahl • The Sheep Pig by Dick King-Smith • Bill's New Frock by Anne Fine • The Hundred Mile an Hour Dog by Jeremy Strong • Return of the Hundred Mile an Hour Dog by Jeremy Strong • Secret Seven series by Enid Blyton • Famous Five series by Enid Blyton • Horrid Henry series by Francesca Henry's • Charlotte's Web by E B White • Flat Stanley by Jeff Brown • Fungus the Bogeyman by Raymond Briggs • Mystery Winklesea by Helen Cresswell • The Indian in the Cupboard by Lynne Reid Banks • Mr Majeika by Humphrey Carpenter • Please Mrs Butler by Allan Ahlberg • Railway Cat by Phyllis Arkle • Harry Potter and the Philosopher's Stone by J K Rowling

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Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication