

**Objectives to teach in every term in Year 3**

In addition to previous learning, pupils should learn how to...

| Reading  | Reading  | Writing   | Transcription  |
|--|--|---|--|
| <p><b>Becoming a Reader</b><br/>Enjoy books and reading<br/><u>Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u><br/>Identify and remember common structural and language conventions in different text types<br/><u>Read for a range of purposes</u><br/>Identify themes in books</p> <p><b>Word Reading</b><br/>Continue to use phonic knowledge and skills with unfamiliar words<br/>Read words with unfamiliar spelling patterns<br/>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)<br/>Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b>Fluency</b><br/><u>Read Year 3 texts fluently</u></p> | <p><b>Reading Comprehension</b><br/>Explain the meaning of words in context<br/>Use morphology to aid them in understanding unknown vocabulary<br/>Use dictionaries to check word meanings<br/>Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)<br/><u>Create sensory images while they read</u><br/>Develop understanding by linking reading to other books or similar contexts<br/>Apply previous retrieving objectives to year 3 texts<br/>Check that the text makes sense to them and discuss their understanding<br/><u>Use inference to draw simple conclusions about characters, settings and events</u><br/>Use vocabulary knowledge, including synonyms, to aid inference<br/>Predict what may happen and explain using detail from the text<br/>Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc<br/><u>Refer back to the text to support their response</u></p> <p><b>Becoming a Researcher</b><br/>Use library classification to find reference materials<br/>Take notes by summarising, deleting and substituting<br/>Retrieve, record and present information</p> | <p><b>Planning, Composing and Evaluating</b><br/>Collect ideas for writing from the world around them<br/><u>Generate ideas for their writing, by combining observations, reading and imagination</u><br/><u>Use the underlying structures, grammar and vocabulary of written texts to plan and write their own for a specific (often real) audience and a clear purpose</u><br/>Collect and use suitable vocabulary for a text<br/>Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary<br/>Use the key narrative writing skills of telling, description and dialogue (see Appendix C)<br/>Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)<br/>Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 3)<br/>Improve their writing by using some new vocabulary (from Appendix B – year 3)<br/><u>Proof-read their work for spelling, grammar and punctuation errors</u><br/>Edit their work effectively and make improvements based on this<br/>Evaluate the work of others and suggest improvements</p> <p><b>Grammar and Punctuation</b><br/>Use correct grammatical terminology when discussing their writing</p> | <p><b>Spelling</b><br/>Use a dictionary to check words<br/><u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u><br/>Investigate spelling patterns and conventions<br/>Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far<br/>Choose the correct spelling by using a visual strategy ('Does it look right?')</p> |

**+ Objectives to teach in the Autumn Term of Year 3**

In addition to previous learning, pupils should learn how to...

| Spoken Language  | Reading   | Writing   | Transcription  |
|--|---|---|--|
| <p><b>Speaking, Listening and Discussion</b><br/>                     Speak fluently in sentences and without hesitation<br/>                     Hold a conversation with peers and adults<br/>                     Disagree politely with peers</p> <p><b>Drama</b><br/>                     Create atmosphere through the use of voice and movement</p> | <p><b>Becoming a Reader</b><br/>                     Retell stories, adding key details</p> <p><b>Reading Comprehension</b><br/> <u>Ask questions when their reading doesn't make sense</u><br/>                     Identify the key points in a section or page<br/>                     Explain the basic structures inherent in different text types (fiction and non-fiction)<br/>                     Discuss language which has captured their interest<br/>                     Identify basic language features inherent in different text types (fiction and non-fiction)</p> | <p><b>Planning, Composing and Evaluating</b><br/>                     Use ideas and content appropriate to the subject and text type<br/> <b>In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)</b><br/> <b>Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/>                     Signal sequence, place and time to give coherence to writing</p> <p><b>Grammar and Punctuation</b><br/>                     Use and understand the terms consonant and vowel<br/>                     Recognise and know the purpose of conjunctions<br/> <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u><br/>                     Use a or an appropriately<br/>                     Recognise and know the purpose of pronouns<br/>                     Recognise and know the purpose of personal pronouns is e.g. I, me, we, us, you, he, she, it, him, her, they, them<br/>                     Recognise direct speech and inverted commas<br/> <b><u>Use inverted commas (contributes to EXS KS2 and GD KS2)</u></b></p> | <p><b>Spelling</b><br/>                     Consolidate spelling patterns from Y2<br/>                     Spell words with the prefix pre-<br/>                     Spell words with the prefix sub-<br/>                     Spell words with the prefix ex-<br/>                     Spell two syllable words containing double consonants e.g. dinner<br/> <u>Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener</u><br/>                     Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt<br/> <b>Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women (WTS KS2)</b></p> <p><b>Handwriting and Presentation</b><br/>                     Write with joined handwriting consistently<br/>                     Build keyboard skills to type, edit and redraft</p> |

**+ Objectives to teach in the Spring Term of Year 3**

In addition to previous learning, pupils should learn how to...

| Spoken Language   | Reading  | Writing   | Transcription  |
|---|--|---|--|
| <p><b>Speaking, Listening and Discussion</b><br/>Annotate poems and stories and perform them<br/>Evaluate the effectiveness of others' performances<br/><u>Take responsibility for and contribute to the success of a group activity</u></p> <p><b>Drama</b><br/>Create characters in an improvised drama</p> | <p><b>Becoming a Reader</b><br/>Know and recognise some forms of poetry</p> <p><b>Fluency</b><br/>Prepare texts (including poems and plays) to read aloud and perform</p> <p><b>Reading Comprehension</b><br/><u>Ask questions when their reading doesn't make sense</u><br/>Combine information to create an understanding of the whole text<br/>Identify the key points in a section or page<br/>Explain the basic structures inherent in different text types (fiction and non-fiction)<br/>Identify basic language features inherent in different text types (fiction and non-fiction)</p> | <p><b>Planning, Composing and Evaluating</b><br/>Plan and order texts logically<br/>Experiment with layout when writing non-fiction texts<br/><u>Know the reasons to start a new paragraph</u><br/><b>Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)</b><br/>Use expression, intonation and tone when reading aloud their writing</p> <p><b>Grammar and Punctuation</b><br/>Explore word families based on common words<br/>Recognise and know the purpose of adverbs (<u>beyond -ly</u>)<br/><u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u><br/>Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)<br/><b><u>Use inverted commas (contributes to EXS KS2 and GD KS2)</u></b></p> | <p><b>Spelling</b><br/>Spell words with the ou spelling of the u sound e.g. young, touch, double<br/>Spell words with the prefixes in-, il-, im- and ir-<br/>Spell words with the prefix dis-<br/>Spell words with the prefix mis-<br/>Spell words with the prefix re-<br/><u>Spell words with the prefix de-</u><br/><u>Spell words with the prefix over-</u><br/><b>Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember (WTS KS2)</b></p> <p><b>Handwriting and Presentation</b><br/><u>Make the move from pencil to pen in their handwriting</u><br/><u>Develop fluency in typing</u></p> |

**+ Objectives to teach in the Summer Term of Year 3**

In addition to previous learning, pupils should learn how to...

| Spoken Language  | Reading  | Writing  | Transcription   |
|--|--|--|---|
| <p><b>Speaking, Listening and Discussion</b><br/>Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion<br/>Evaluate the effectiveness of others' presentations<br/>Discuss a range of feelings and emotions</p> <p><b>Drama</b><br/><u>Devise and act in plays showing character through voice and movement</u></p> | <p><b>Becoming a Reader</b><br/>Retell fairy stories or folk tales focusing on the theme</p> <p><b>Reading Comprehension</b><br/><u>Use questioning to keep an active engagement with a longer text</u><br/>Combine information to create an understanding of the whole text<br/>Identify the key points in a whole text<br/>Explain the purposes of structural features</p> | <p><b>Planning, Composing and Evaluating</b><br/>Plan and organise texts logically<br/><u>Know the reasons to start a new paragraph</u><br/><b><u>Use paragraphs to organise ideas (WTS KS2)</u></b><br/>Create a coherent plot in a story</p> <p><b>Grammar and Punctuation</b><br/>Create new nouns using prefixes</p> | <p><b>Spelling</b><br/>Spell words with the prefix inter-<br/>Spell words with the prefix super-<br/>Spell words with the prefix anti-<br/>Spell words with the prefix auto-<br/>Spell words with the suffix -ation<br/><u>Spell words with the prefix non-</u><br/><u>Spell words with the prefix co-</u><br/><b>Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice,</b></p> |

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|  | <p>Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</p> | <p>Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</p> <p>Recognise and know the purpose of prepositions</p> <p>Use prepositions to express time, cause and place e.g. before, after, during, in, because of</p> <p>Use prepositional phrases to add detail to sentences</p> <p>Understand what a main clause is</p> <p>Recognise simple and compound sentences</p> <p>Understand how to use bullet points</p> <p><b>Use bullet points (WTS KS2 and EXS KS2)</b></p> | <p><b>strange, strength, though, although, thought, through (WTS KS2)</b></p> <p><b>Handwriting and Presentation</b></p> <p><u>Write with joined handwriting in pen consistently</u></p> <p>Develop fluency in typing</p> |
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