

# Year Three

Spelling / phonics	Increased accuracy of phase 5 high frequency words (see appendix)
	Ensure accuracy of 200 most common words (see appendix)
	Spell unfamiliar words using known conventions including grapheme/ phoneme correspondence and morphological rules (e.g. plurals).
	To use a dictionary with accuracy focussing upon using the first 2/3 letters of a word.
	To have a clear understanding of consonants and vowels (a rock, an open box).
	To have a growing understanding of word families based upon common words. e.g solve, solution, solver, dissolve, insoluble. To explain how words are related in form and meaning.
	To spell further homophones e.g heel/ heal/ he'll, fair/fare, grate/great, grown/groan (see new National Curriculum 2014). To begin to spell all words in word list for years 3 and 4 (see appendix in National Curriculum 2014)
Handwriting	Be joining all writing in a cursive style - legible and accurate. Handwriting should be taught on a regular basis
	To write with increasing fluency.
Sentence construction	To use adjectives appropriately. To intensify use of extended noun phrases (my lunch: dark, dismal dungeon)
	To write in complete sentences.
	To know how sentences can be joined in more complex ways by using a wider range of conjunctions: using conjunctions to express time and cause ( e.g. when, before, so, after, while, because, although) using adverbs to add detail (then, next, soon, therefore) using prepositions to add detail ( before, after, during, after, in, because of)
	To ensure consistent and appropriate tense choice with some use of modals (can, will). To ensure Standard English is applied rather than local spoken forms. ( e.g. <i>we were</i> not <i>we was</i> )
	To ensure sentence variation is created e.g. simple <b>adverbials</b> , use of <b>direct speech</b> e.g. 'Help!' shouted John as he tried to release his foot <b>from the hole in the ground</b> .
Sentence types to be taught	<ul style="list-style-type: none"> <li>• Fronted adverbial sentences- time, place, manner</li> <li>• <b>BOYS sentences including subordination</b></li> <li>• <b>Emotion word, (comma) sentences</b></li> <li>• <b>List sentences. Noun phrases, develop to be making most appropriate choice of adjectives for effect</b></li> <li>• <b>Consider use of appropriate verbs for effect</b></li> </ul>
Punctuation	To demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter.

	To know and use the basic conventions of speech punctuation through: identifying inverted commas (speech marks) in reading; beginning to use in own writing; using capital letters to mark the start of direct speech.			
	To use commas to separate items in a list.			
	To become aware of the use of commas in marking grammatical boundaries within sentences e.g commas in compound sentences.			
	To begin to organise texts into paragraphs as a way to group related material.			
	To know other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry.			
Key Grammar principles to be taught	<b>Topic</b>	<b>Examples</b>	<b>Terminology</b>	<b>Importance</b>
	Recognise simple sentences and begin to recognise compound and complex sentences	Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) <i>The boat arrived late <u>and</u> the man walked down the gangway.</i> They can add a subordinate clause to a sentence <i><u>When</u> the rain stopped, the girls went back to the playground.</i>	Sentence Conjunction	High
	Use and recognise nouns, adjectives and adjectival phrases	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: <i>Mrs Coles' house was <u>noisy</u>, <u>loud</u> and <u>messy</u>.</i> <i>Peter and Poppy, <u>who were my age</u>, looked after me very nicely.</i>	Noun Adjective	High
Use powerful verbs Introduce the idea of a verb	Explain the concept of a verb and encourage children to use powerful verbs in their writing Not: <i>I <u>went</u> out of the room</i> but <i>I <u>stormed</u> out of the room ...</i> or <i>I <u>plodded</u> out of the room</i> <i>I <u>crept</u> out of the room...</i>	Verb	High	

	<p>Introduce the idea of tense in verbs</p>	<p>Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense.</p> <p><i>She <u>ran</u> along the road and <u>saw</u> the robber vanishing down a trapdoor.</i></p> <p><i>My friend <u>has</u> red hair, blue eyes and <u>is</u> always telling jokes.</i></p>	<p>Verb Past tense Present tense</p>	<p>Medium at this stage</p>
	<p>Use dialogue in narrative or in drama</p>	<p>Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY.</p> <p><i>"I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"</i></p>	<p>Inverted commas or speech marks Direct speech</p>	<p>High</p>
	<p>Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex).</p>	<p>Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc.</p>	<p>Conjunction Clause</p>	<p>High (in terms of chn using complex sentences in writing)</p>

Speaking	Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
	Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively
	Sustain conversation, explain or give reasons for their views or choices
	Develop and use specific vocabulary in different contexts
Group Discussion and Interaction	Use talk to organise roles and action
	Actively include and respond to all members of the group
	Use the language of possibility to investigate and reflect on feelings, behaviour or relationships
Listening and Responding	Follow up others' points and show whether they agree or disagree in whole-class discussion
	Identify the presentational features used to communicate the main points in a broadcast
	Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus
Drama	Present events and characters through dialogue to engage the interest of an audience
	Use some drama strategies to explore stories or issues
	Identify and discuss qualities of others' performances, including gesture, action and costume

**Terminology children MUST know by the end of Year 3**

Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.

Context for Learning	Context for Learning	Context for Learning
<b>Digging Through Time History</b>	<b>The Place Between The Arts</b>	<b>Secrets of the Rainforest Geography</b>
Term 1	Term 2	Term 3
Stories with familiar settings Information texts Shape Poetry	Adventure and Mystery story Authors Diary entry Poems to perform	Non chronological report Myths and Legend Authors & Letter
<b>Suggested texts</b>  <u>The First Drawing by Mordicai Gerstein</u> <u>Stone Age Boy by Satoshi Kitamura</u> <u>Sparky by Jenny Offill and Chris Applehans</u> <u>Stig of the Dump by Clive King ( class reader)</u> <u>Roger McGough Poetry</u>  Into the Forest by Anthony Browne The Beasties by Jenny Nimmo BFI <i>Lucky Dip</i> film clip Traction Man by Mini Grey Dick King Smith texts Magnificent Bull BBC class clips website Benjamin Zephaniah poetry Flotsam by David Wiesner This Morning I Met a Whale by Michael Morpurgo	<b>Suggested texts</b>  <u>Leon and the Place Between by Angela McAllister and Grahame Baker-Smith</u> <u>The BFG by Roald Dahl</u> <u>Beaver Towers ( class reader)</u> <u>Michael Rosen poetry</u>  Grow your own Lettuce by Helen Lanz The MinPins by Roald Dahl Moon Dog by Helen Ward Ape by Martin Jenkins Film: <i>Chimpanzee</i> Charlie & Chocolate Factory by Roald Dahl Bill's New Frock by Anne Fine Iron Man by Ted Hughes The Switch - literacy shed The Iron Giant - literacy shed James & Giant Peach by Roald Dahl Tadpole's Promise by Jeanne Willis Major Glad, Major Dizzy by Jan Oke	<b>Suggested texts</b>  <u>Tin Forest by Helen Ward</u> <u>The Shaman's apprentice by Lynne Cherry and Mark J Plotkin</u> <u>The Great Kapok Tree by Lynne Cherry</u> <u>The Vanishing Rainforest by Richard Platt and Rupert Van Wyk</u> <u>Where the forest meets the sea by Jeannie Baker</u>  How Dinosaurs really work by Alan Snow Dragon Machine by Helen Ward Space Baby by H Brandford The Flower by John Light Flotsam by David Weisner Dragon legend by D Passes The Winter's Child by Angela McAllister and Grahame Baker-Smith
<b>Additional Writing opportunities within this term</b>	<b>Additional Writing opportunities within this term</b>	<b>Additional Writing opportunities within this term</b>
<b>Creating posters/ information texts linked to context for learning</b> <b>Writing linked to class visit</b> <b>Writing book reviews</b> <b>Opportunities for own research linked to context for learning</b>	<b>Use of ICT to present work- e.g, book creator, explain everything</b>	<b>Creating posters/ information texts linked to context for learning</b> <b>Writing linked to class visit</b> <b>Writing book reviews</b> <b>Opportunities for own research linked to context for learning</b>