



Year 3					
Transcription		Composition		Vocabulary and Grammar	Punctuation
Spelling	Handwriting	Sentence Structure/Organisation	Editing and Redrafting		
<p>-use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>-To spell most words with the prefixes dis-, mis-,bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>-To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>-To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>-To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> <p>-Formation of nouns using a range of prefixes [for example super-, anti-, auto-</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>-discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>-discuss and record ideas</p> <p>-To compose and rehearse sentences orally (including dialogue).</p> <p>-to begin to organise paragraphs around a theme</p> <p>-To begin to create settings, characters and plot in narratives.</p> <p>- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> <p>-To make deliberate ambitious word choices to add detail.</p>	<p>- assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</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>-develop their understanding of the concepts set out in English Appendix 2 (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas)</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>-To begin to maintain the correct tense throughout a piece of writing with accurate subject/verb agreement.</p> <p>- use the present perfect form of verbs in contrast to the past tense (eg He has gone out to play contrasted with He went out to play)</p> <p>-choose nouns or pronouns appropriately for</p>	<p>-To use the full range of punctuation from previous year groups. (commas for lists, full stops, capital letters, exclamation marks, question marks, apostrophes for contracted forms, capital letters for proper nouns)</p> <p>- use commas after fronted adverbials -</p> <p>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's, men's] Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</p> <p>-use and punctuate direct speech with inverted commas</p>



<p>- spell further homophones including here/hear, brake/break and mail/ male.</p> <p>-spell words that are often misspelt (English Appendix 1-year 3/ 4 list)</p> <p>- use the first two or three letters of a word to check its spelling in a dictionary</p> <p>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>-To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>-To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym, Egypt, pyramid, mystery).</p> <p>-To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>-To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique,</p>				<p>clarity and cohesion and to avoid repetition</p> <p>-using conjunctions (when ,before after, while, so because), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time and cause</p> <p>- using fronted adverbials</p> <p>-use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <p>-Use of a or an according to whether the next word begins with a consonant or a vowel (eg a rock, an open box)</p> <p>-Word families based on common words, showing</p>	
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<p>unique).</p> <p>-To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>-To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>-To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>-To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>-To use 'a' or 'an' correctly throughout a piece of writing</p>				<p>how words are related in form and meaning (eg solve, solution, solver, dissolve, insoluble)</p>	
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Spoken Language

<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debate <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others <ul style="list-style-type: none"> • select and use appropriate registers for effective communication.
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Peel Hall Primary School

English Overview (Writing and Spoken Language)

Genre Overview	
Fiction	Non Fiction
Each half term the class will focus on a different narrative. Over the year, they will encounter narrative from a range of different genres.	