

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

	Retrieve, record and present information		
<b>+ Objectives to teach in the Autumn Term of Year 3</b>			
In addition to previous learning, pupils should learn how to...			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Transcription</b>
<p><b>Speaking, Listening and Discussion</b> Speak fluently in sentences and without hesitation Hold a conversation with peers and adults <i>Disagree politely with peers</i></p> <p><b>Drama</b> <i>Create atmosphere through the use of voice and movement</i></p>	<p><b>Becoming a Reader</b> Retell stories, adding key details</p> <p><b>Reading Comprehension</b> <u>Ask questions when their reading doesn't make sense</u> Identify the key points in a section or page Explain the basic structures inherent in different text types (fiction and non-fiction) Discuss language which has captured their interest Identify basic language features inherent in different text types (fiction and non-fiction)</p>	<p><b>Planning, Composing and Evaluating</b> <i>Use ideas and content appropriate to the subject and text type</i> <b>In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)</b> <b>Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)</b> <i>Signal sequence, place and time to give coherence to writing</i></p> <p><b>Grammar and Punctuation</b> Use and understand the terms consonant and vowel Recognise and know the purpose of conjunctions <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> Use a or an appropriately Recognise and know the purpose of pronouns <i>Recognise and know the purpose of personal pronouns is e.g. I, me, we, us, you, he, she, it, him, her, they, them</i> Recognise direct speech and inverted commas <b><u>Use inverted commas (contributes to EXS KS2 and GD KS2)</u></b></p>	<p><b>Spelling</b> Consolidate spelling patterns from Y2 <i>Spell words with the prefix pre-</i> <i>Spell words with the prefix sub-</i> <i>Spell words with the prefix ex-</i> <i>Spell two syllable words containing double consonants e.g. dinner</i> <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> <i>Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt</i> <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> Write with joined handwriting consistently <i>Build keyboard skills to type, edit and redraft</i></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> Annotate poems and stories and perform them Evaluate the effectiveness of others' performances Take responsibility for and contribute to the success of a group activity</p> <p><b>Drama</b> Create characters in an improvised drama</p>	<p><b>Becoming a Reader</b> Know and recognise some forms of poetry</p> <p><b>Fluency</b> Prepare texts (including poems and plays) to read aloud and perform</p> <p><b>Reading Comprehension</b> <u>Ask questions when their reading doesn't make sense</u> Combine information to create an understanding of the whole text Identify the key points in a section or page Explain the basic structures inherent in different text types (fiction and non-fiction) Identify basic language features inherent in different text types (fiction and non-fiction)</p>	<p><b>Planning, Composing and Evaluating</b> Plan and order texts logically Experiment with layout when writing non-fiction texts Know the reasons to start a new paragraph <b>Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)</b> Use expression, intonation and tone when reading aloud their writing</p> <p><b>Grammar and Punctuation</b> Explore word families based on common words Recognise and know the purpose of adverbs (<i>beyond -ly</i>) <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u> Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling) <b><u>Use inverted commas (contributes to EXS KS2 and GD KS2)</u></b></p>	<p><b>Spelling</b> Spell words with the ou spelling of the u sound e.g. young, touch, double Spell words with the prefixes in-, il-, im- and ir- Spell words with the prefix dis- Spell words with the prefix mis- Spell words with the prefix re- <i>Spell words with the prefix de-</i> <i>Spell words with the prefix over-</i> <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> <i>Make the move from pencil to pen in their handwriting</i> <i>Develop fluency in typing</i></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> Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion Evaluate the effectiveness of others' presentations Discuss a range of feelings and emotions</p> <p><b>Drama</b> Devise and act in plays showing character through voice and movement</p>	<p><b>Becoming a Reader</b> Retell fairy stories or folk tales focusing on the theme</p> <p><b>Reading Comprehension</b> <u>Use questioning to keep an active engagement with a longer text</u> Combine information to create an understanding of the whole text Identify the key points in a whole text Explain the purposes of structural features Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</p>	<p><b>Planning, Composing and Evaluating</b> Plan and organise texts logically <u>Know the reasons to start a new paragraph</u> <b><u>Use paragraphs to organise ideas (WTS KS2)</u></b> Create a coherent plot in a story</p> <p><b>Grammar and Punctuation</b> Create new nouns using prefixes Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' Recognise and know the purpose of prepositions Use prepositions to express time, cause and place e.g. before, after, during, in, because of <u>Use prepositional phrases to add detail to sentences</u> Understand what a main clause is Recognise simple and compound sentences <u>Understand how to use bullet points</u> <b><u>Use bullet points (WTS KS2 and EXS KS2)</u></b></p>	<p><b>Spelling</b> Spell words with the prefix inter- Spell words with the prefix super- Spell words with the prefix anti- Spell words with the prefix auto- Spell words with the suffix -ation <u>Spell words with the prefix non-</u> <u>Spell words with the prefix co-</u> <b>Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through (WTS KS2)</b></p> <p><b>Handwriting and Presentation</b> <u>Write with joined handwriting in pen consistently</u> <u>Develop fluency in typing</u></p>