



Lowerhouse Junior School Key Learning in English – Year 3



Word Reading

As above and:

- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *un-*, *dis-*, *mis-*, *re-*.
- Use suffixes to understand meanings e.g. *-ation*, *-ous*.
- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.

Comprehension

As above and:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a range of fiction, poetry, plays, non-fiction.
- Regularly listening to whole novels read aloud by the teacher.
- Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.
- Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*
- Recognising some different forms of poetry e.g. *narrative, free verse*.
- Reading books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.
- Using dictionaries to check meanings of words they have read.
- Sequencing and discussing the main events in stories.
- Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales, Rudyard Kipling Just So Stories*.
- Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*.
- Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*.
- Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.
- Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.

Understand what they read independently by:

- Discussing their understanding of the text
- Explaining the meaning of unfamiliar words by using the context
- Making predictions based on details stated
- Raising questions during the reading process to deepen understanding e.g. *I wonder why the character*.
- Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text
- Using point and evidence to structure and justify responses.
- Discussing the purpose of paragraphs.
- Identifying a key idea in a paragraph.

Retrieve and record information from non-fiction

- Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
- Quickly appraising a text to evaluate usefulness.

- Navigating texts in print and on screen.

Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say

- Developing and agreeing on rules for effective discussion.
- Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Explore and identify main and subordinate clauses in complex sentences. ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case.</i> ▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> ▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i> ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i> 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. ▪ Discussing and recording ideas for planning. ▪ Creating and developing settings for narratives. ▪ Creating and developing characters for narrative. ▪ Creating and developing plots based on a model. ▪ Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▪ Grouping related material into paragraphs. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use further prefixes and suffixes and understand how to add them. ▪ Spell further homophones. ▪ Spell words that are often misspelt. ▪ Use the first two letters of a word to check its spelling in a dictionary. ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ Learn to spell new words correctly and have plenty of practice in spelling them. ▪ Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>). ▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Form and use the four basic handwriting joins. ▪ Write legibly.

- Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box*.
- Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.
- Explore and collect words with **prefixes** *super, anti, auto*.

- Using headings and sub headings to organise information.
- Evaluate, and edit by:
- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
 - Discussing and proposing changes with partners and in small groups.
 - Improving writing in the light of evaluation.
- Perform their own compositions by:
- Using appropriate intonation, tone and volume to present their writing to a group or class.

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Listen and retain key points from a range of situations, e.g. information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing. - Listen to their peers and retain key points in a range of situations e.g. following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc. - Listen and identify how intonation and expression affects meaning, e.g. when listening to others perform a playscript, persuasive advert or poem. - Listen and consider viewpoints from adults and peers, e.g. different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science or using historical evidence to identify a point of view. 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. - Respond to questions posed by an adult or peer, orally, related to who, what, where, when, why and how, and ask further relevant questions to extend understanding and knowledge. - Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. - Take turns when making contributions and responding to others, in a variety of group situations e.g. discussions and debates. - Provide oral explanations, extending with additional details e.g. hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc. 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Use Standard English verb inflections when speaking, e.g. <ul style="list-style-type: none"> - I was - we were - they are - Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although during talk to extend ideas, using speaking frames to support, e.g. <ul style="list-style-type: none"> - When the Romans arrived in Britain, they... - Since 43AD... - If the character... 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry and across the curriculum. - Describe settings orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe characters orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. - Describe feelings orally, following modelling, using precise vocabulary provided by an adult and/ or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select 	<p>As above in Yr1 and Yr2 and:</p> <ul style="list-style-type: none"> - Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. props, images, actions and story maps. - Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. props, images, actions and text maps. - Participate in a range of drama approaches in English and across the curriculum, e.g. talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference. - Take part in imaginative role play, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately. - Prepare poems and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. different groups, another class, whole school.

- Speak audibly and fluently when communicating with others in pairs, groups and whole class situations

- Use non-verbal gestures whilst presenting and performing to gain the audience's interest.