

English Year 3

Spoken Language

Speaking, Listening and Responding	Discussion and Interaction	Drama
<p>Listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of the Standard English</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say Ask relevant questions to extend their understanding and knowledge 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 Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>

## Reading

### Word Reading

Apply their growing knowledge of root words, pre-fixes and suffixes (etymology and morphology) as listed in [English Appendix I](#), both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Comprehension

Develop positive attitudes to reading and understanding of what they read by:

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Reading books that are structured in different ways and reading for a range of purposes

Using dictionaries to check the meaning of words that they have read

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Identifying themes and conventions in a wide range of books

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Asking questions to improve their understanding of a text

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Identifying main ideas drawn from more than one paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Writing

### Spelling

Use further prefixes and suffixes and understand how to add them (English Appendix 1)  
Spell further homophones  
Spell words that are often misspelt (English Appendix 1)  
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys']  
and in words with irregular plurals [for example, children's]  
Use the first two or three 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.

### Vocabulary, Grammar and Punctuation

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  
Using the present perfect form of verbs in contrast to the past tense  
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  
Use conjunctions, adverbs and prepositions to express time and cause  
using fronted adverbials  
Learn the grammar for years 3 and 4 in English Appendix 2  
indicate grammatical and other features by:  
Use commas after fronted adverbials  
Indicate possession by using the possessive apostrophe with plural nouns  
using and punctuating direct speech  
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Writing Composition	Handwriting
<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing 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>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>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>

## Spelling work for Year 3 & 4

Pay special attention to the rules for adding suffixes.

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il-</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix <b>-ly</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher</i>, <i>catcher</i>,</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<i>richer, stretcher.</i>	
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as <b>-sion</b> .	division, invasion, confusion, decision, collision, television
The suffix <b>-ous</b>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as i, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	<p>Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b>.</p> <p><b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.  <b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion  expression, discussion, confession, permission, admission  expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	<p>The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in</p> <p><b>-s</b>, but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i>).</p>	<p>girls', boys', babies', children's, men's, mice's</p> <p>(<b>Note:</b> singular proper nouns ending in an <i>s</i> use the <i>'s</i> suffix e.g. Cyprus's population)</p>
Homophones and near-homophones		<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen,</p>



Statutory requirements

Rules and guidance (non-statutory)	Example words (non-statutory)
	weather/whether, whose/who's

Word list – years 3 and 4

accident(ally)	experience	notice	various
actual(ly)	experiment	occasion(ally)	weight
address	extreme	often	woman/women
answer	famous	opposite	
appear	favourite	ordinary	
arrive	February	particular	
believe	forward(s)	peculiar	
bicycle	fruit	perhaps	
breath	grammar	popular	
breathe	group	position	
build	guard	possess(ion)	
busy/business	guide	possible	
calendar	heard	potatoes	
caught	heart	pressure	
centre	height	probably	
century	history	promise	
certain	imagine	purpose	
circle	increase	quarter	
complete	important	question	
consider	interest	recent	
continue	island	regular	
decide	knowledge	reign	
describe	learn	remember	
different	length	sentence	
difficult	library	separate	
disappear	material	special	
early	medicine	straight	
earth	mention	strange	
eight/eighth	minute	strength	
enough	natural	suppose	
exercise	naughty	surprise	
		therefore	
		though/although	
		thought	
		through	

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>
Terminology for pupils	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>