

## APS CURRICULUM- ENGLISH YEAR 3

|                                                                                                                                                                                                                                                   | Autumn 1                                                                                                                                                | Autumn 2                                                                                                                                       | Spring 1                                                                                                                                           | Spring 2                                                                                                                                    | Summer 1                                                                                                                                             | Summer 2                                                                                                                                     |
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| <b>Phonics</b><br>Children who have not passed the phonics screen in Y1 or Y2 or who still have obvious writing phonics gaps are to receive extra focus time each day. This is not in place of the Y3 spellings as these still need to be taught. | <b>3:1 – ing</b><br><b>3:2 – ing</b><br><b>3:3 – ed</b><br><b>3:4 - er</b>                                                                              | <b>3:5 – ion</b><br><b>3:6 – ion</b><br><b>3:7 – ly</b>                                                                                        | <b>3:8 – ly</b><br><b>3:9 – un, dis, mis</b><br><b>3:10 – in, il, er</b><br><b>3:11 – y sounding i</b>                                             | <b>3:12 – ou as u, ow, oo</b><br><b>3:13 a as in ei, eigh, ey</b><br><b>3:14 – sure, ture, tch</b>                                          | <b>3:15 – o to e</b><br><b>3:16 – l to a</b><br><b>3:17 – common</b>                                                                                 | <b>3:18 – ai, a-e</b><br><b>3:19 –ee, ea</b><br><b>3:20 - st, ssed</b>                                                                       |
| <b>Reading – word reading</b>                                                                                                                                                                                                                     | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>accident(ally)<br>appear<br>believe<br>address<br>although<br>answer<br>describe<br>library<br>length | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>build<br>caught<br>different<br>minute<br>opposite<br>quarter<br>regular<br>weight<br>breath | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>enough<br>experience<br>forward<br>breathe<br>experiment<br>heart<br>material<br>earth<br>island | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>heard<br>mention<br>notice<br>famous<br>history<br>woman<br>women<br>complete<br>consider | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>peculiar<br>position<br>promise<br>continue<br>decide<br>difficult<br>perhaps<br>possible<br>early | <b>READ &amp; SPELL COMMON EXCEPTION WORDS</b><br>straight<br>strength<br>through<br>often<br>business<br>February<br>guard<br>every<br>many |

| Reading Comprehension | LITERAL COMPREHENSION                                                                                                                                   | LITERAL SEQUENCING                                                                                                                                                                                                                                   | ACCURACY                                                                                                                                                                                            | PREDICTION                                                                                                                                           | LITERAL COMPREHENSION                                                                                                                        | LITERAL COMPREHENSION                                                                                                                                                                       |
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|                       | With support, explain the main idea of a paragraph or page they have just read.                                                                         | Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling.                                                                                                               | Automatically track meaning of text during reading, pausing to self- correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question. | Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts.       | Explain the main idea of a paragraph or page they have just read.                                                                            | Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. |
|                       | <b>INFORMATION RETRIEVAL</b> Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words.                  | <b>INFORMATION RETRIEVAL</b> Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions. | <b>MAKING INFERENCES</b> With support, make inferences, such as inferring characters' feelings and motives from their actions.                                                                      | <b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b> Give an opinion on a moral dilemma presented in a story.                                           | <b>INFORMATION RETRIEVAL</b> Retrieve specified information from a range of fiction and non-fiction texts.                                   | <b>SEQUENCING</b> Retell longer familiar stories they have read, e.g. myths and legends.                                                                                                    |
|                       | <b>PREDICTION</b> Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story. | <b>MAKING INFERENCES</b> Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'.                                                                                                             | <b>LITERARY LANGUAGE</b> Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.                                     | <b>PERFORMANCE</b> Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play. | <b>MAKING INFERENCES</b> When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions.               | <b>TEXT STRUCTURE</b> With support, identify some of the ways in which language and structure contribute to meaning in different types of texts.                                            |
|                       | <b>PERFORMANCE</b> Copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage                               | <b>VOCABULARY DEVELOPMENT</b> With prompting, identify an                                                                                                                                                                                            |                                                                                                                                                                                                     | <b>TEXT STRUCTURE</b> Beginning to use familiar non-fiction features independently to help them navigate through a text.                             | <b>PERSONAL RESPONSE AND EVALUATION OF A TEXT</b> Give an opinion on a moral dilemma presented in a story and give a simple reason for this. |                                                                                                                                                                                             |
|                       |                                                                                                                                                         |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                     |                                                                                                                                                      | <b>LITERARY LANGUAGE</b> Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader    |                                                                                                                                                                                             |

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|                                                                                                                                                                     | <p>directions for how to read lines of a play.</p> <p><b>RANGE OF TEXTS</b><br/>Has read or heard a variety of myths and legends and can explain some of the key features of these.</p>                                                                                               | <p>interesting word or phrase in a passage and express preferences for particular words.</p> <p><b>TEXT STRUCTURE</b><br/>Identify some ways in which structure and presentation contribute to meaning.</p>                                                                              |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        | <p><b>VOCABULARY DEVELOPMENT</b><br/>Use knowledge of how a dictionary is structured to find out the meaning of words.</p> <p><b>RANGE OF TEXTS</b><br/>Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, nonfiction and reference books, and can answer questions about the texts.</p> |                                                                                                                                                                                                                                                                                                                     |
| <p><b>Writing</b></p> <p>Throughout the year:<br/>Proof-read for errors and make changes<br/>Suggest improvements for vocab, spelling and punctuation in my own</p> | <p><b>Editing – use the first 2 or 3 letters in a word to check its spelling in a dictionary.</b></p> <p><b>Use the diagonal and horizontal strokes that are needed to join letters.</b></p> <p><b>Understand which letters, when next to each other, are best left unjoined.</b></p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p><b>Write a non-narrative using simple organizational devices such as headings and sub-headings.</b></p> <p><b>I can use conjunctions to express time (after, when, before, next, while)</b></p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p><b>Write a non-narrative using simple organizational devices such as headings and sub-headings.</b></p> <p><b>I can vary the use of adjectives and adverbs to create a particular effect.</b></p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p><b>Write a non-narrative using simple organizational devices such as headings and sub-headings.</b></p> <p><b>I can use prepositions in my sentences.</b></p> | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p><b>Write a non-narrative using simple organizational devices such as headings and sub-headings.</b></p> <p><b>I can use a range of sentences with more than one clause by using a wider range of conjunctions (see</b></p>                    | <p><b>Write a narrative with a clear structure, setting, characters and plot.</b></p> <p><b>Write a non-narrative using simple organizational devices such as headings and sub-headings.</b></p> <p><b>I can use a range of sentences with more than one clause by using a wider range of conjunctions (see</b></p> |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                           |                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                          |                                                              |
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| and others' work. | <p>Increase the legibility, consistency and quality of handwriting.</p> <p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>I can use a range of sentences with more than one clause by using a wider range of conjunctions (see earlier years + re-teach when, if, although, because)</p> <p>I can use adverbs in my sentences. (e.g. <i>then, next, soon, therefore</i>),</p> | <p>I can use paragraphs to show the difference between different information and events.</p> <p>I can use past tense verbs correctly.</p> | <p>I can use paragraphs to show the difference between different information and events.</p> <p>Use of the present perfect form of verbs instead of the simple past ( For example, He has gone out to play contrasted with He went out to play)</p> |  | <p>earlier years + re-teach when, if, although, because)</p> <p>I can use conjunctions to express time and cause (e.g. <i>when, before, after, while, because, so</i> )</p> <p>I can use prepositions and conjunctions at the start of my sentences as well as in the middle (before, after, because of, during, in)</p> | <p>earlier years + re-teach when, if, although, because)</p> |
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| Punctuation | Use full stops, capital letters accurately to demarcate sentences                                                         | Use full stops, capital letters accurately to demarcate sentences                                                                                 | I can use inverted commas to punctuate direct speech                    | I can punctuate using apostrophes to mark contractions.                 | I can use a colon to introduce a list.                                                                                    | Practice all year punctuation |
|             | I can use question marks accurately                                                                                       | I can use question marks accurately<br>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun "I" | I can punctuate using apostrophes to mark contractions.                 | I can punctuate sentences using apostrophes to mark singular possession | Practice all year punctuation                                                                                             | A . ? ! "" , ' , :            |
|             | I can use a capital letter for names of people, places, the days of the week, and the personal pronoun "I"                | I can use a comma to mark an adverbial phrase.                                                                                                    | I can punctuate sentences using apostrophes to mark singular possession |                                                                         | I can use a range of sentences (statement, command, exclamation and questions) in my writing and punctuate them properly. |                               |
|             | I can use a range of sentences (statement, command, exclamation and questions) in my writing and punctuate them properly. |                                                                                                                                                   |                                                                         |                                                                         |                                                                                                                           |                               |

## MORE ABLE WRITERS

### WORDS/VOCABULARY

- Strengthen verbs for use in dialogue – **whispered, grunted, yelled**
- Strengthen verbs to give information about characters – **Sophie spied an unusual object at the water's edge. Jack stomped along the road and into the park.**
- Technical vocabulary related to the topic: **volcano, erupt, lava, flow, magma**

## **SENTENCE STRUCTURE**

Vary sentence starters:

### **Adverb**

- Slowly, Rose stepped into the dark tunnel

### **Adverbial phrases**

- How – With a heavy heart, Blue Kangaroo hopped down the stairs.
- Where – On the other side of the forest, wolf was waiting
- When – After a short time, she found herself in front of a tiny cottage.

### **Ing starters**

- Smiling, Jack turned to Rose.

Continue to develop use of embedded relative clause: Fibonacci rabbits, who live in the fields, like to eat grass.

Power of 3 to add details: The wolf slunk between the trees, into the dense undergrowth, through the tangled vines and past the gnarled trees.

Topic sentence to open paragraphs: Many different animals live in the rain forest.

## **TEXT STRUCTURE**

- Use five part structure for narrative: opening, build up, problem, resolution, ending which form paragraphs.
- Non- narrative: Introductory hook to introduce topic and interest reader.
- Paragraphs organise material with the same theme.
- Developed end with a personal response or an interesting fact.

## **PUNCTUATION**

- Colon to introduce a list
- Comma with adverbial phrases.