

3	Whilst many of the objectives repeat in each term, chn should be giving progressively more complex texts to apply the objectives to.		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Read words with unfamiliar spelling patterns</li> <li>- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</li> <li>- Continue to build a knowledge of unusual grapheme phoneme correspondences</li> </ul> <p><b>Being a Reader</b></p> <ul style="list-style-type: none"> <li>- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>- Identify and remember common structural and language conventions in different text types</li> <li>- Read for a range of purposes</li> <li>- Retell stories, adding key details</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>- Check that they understand the text they are reading and explain the meaning of words in context</li> <li>- Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described</li> <li>- Answer questions by referring back to the text</li> <li>- Predict what may happen and explain using detail from the text</li> <li>- Identify the key points in a text</li> <li>- Use textual details to draw conclusions about characters, settings and events</li> <li>- Explain the basic structures inherent in different text types (fiction and non-fiction)</li> <li>- Select and explain favourite vocabulary choices</li> <li>- Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Read words with unfamiliar spelling patterns</li> <li>- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</li> <li>- Continue to build a knowledge of unusual grapheme phoneme correspondences</li> </ul> <p><b>Being a Reader</b></p> <ul style="list-style-type: none"> <li>- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>- Identify and remember common structural and language conventions in different text types</li> <li>- Read for a range of purposes</li> <li>- Know and recognise some forms of poetry</li> <li>- Prepare poems and plays to read aloud and perform</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>- Check that they understand the text they are reading and explain the meaning of words in context</li> <li>- Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described</li> <li>- Answer questions by referring back to the text</li> <li>- Predict what may happen and explain using detail from the text</li> <li>- Identify the key points in a text</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Read words with unfamiliar spelling patterns</li> <li>- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</li> <li>- Continue to build a knowledge of unusual grapheme phoneme correspondences</li> </ul> <p><b>Being a Reader</b></p> <ul style="list-style-type: none"> <li>- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books</li> <li>- Identify and remember common structural and language conventions in different text types</li> <li>- Read for a range of purposes</li> <li>- Retell fairy stories or folk tales focusing on the theme</li> <li>- Use dictionaries to check word meanings</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>- Check that they understand the text they are reading and explain the meaning of words in context</li> <li>- Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described</li> <li>- Answer questions by referring back to the text</li> <li>- Predict what may happen and explain using detail from the text</li> <li>- Identify the key points in a text</li> <li>- Use textual details to draw conclusions about characters, settings and events</li> <li>- Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Develop understanding by linking reading to other books or similar contexts</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Use textual details to draw conclusions about characters, settings and events</i></li> <li>- <i>Explain the basic structures inherent in different text types (fiction and non-fiction)</i></li> <li>- <i>Identify basic language features inherent in different text types (fiction and non-fiction)</i></li> <li>- <i>Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</i></li> <li>- <i>Develop understanding by linking reading to other books or similar contexts</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Develop understanding by linking reading to other books or similar contexts</i></li> <li>- <i>Explain the purpose of structural features</i></li> <li>- <i>Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</i></li> </ul>
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3	<b>Writing: Many writing tasks link to History and Geography. Writing tasks should link to writing for a purpose document. Writing <u>could</u> link to Cornerstone topic or Class novel.</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p><b>Planning, Composing and Evaluating</b></p> <ul style="list-style-type: none"> <li>- Generate ideas for their writing</li> <li>- Use the structures, grammar and vocabulary of written texts to plan and write their own</li> <li>- Evaluate the work of others and suggest improvements</li> <li>- Evaluate their work effectively and make improvements based on this</li> <li>- Proof-read for spelling, grammar and punctuation errors</li> <li>- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</li> <li>- Use expression, intonation and tone when reading aloud their writing</li> <li>- Improve their writing style by adding new techniques to their repertoire (see end of year expectations)</li> <li>- Use headings and subheadings</li> <li>- Use ideas and content appropriate to the subject and text type</li> <li>- Signal sequence, place and time to give coherence to writing</li> <li>- Create settings using well-chosen words and phrases</li> <li>- Collect and use suitable vocabulary for a text</li> </ul> <p><b>Grammar, Punctuation and Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Use correct grammatical terminology when discussing their writing</li> <li>- Use and understand the terms consonant and vowel</li> <li>- Use a or an appropriately</li> <li>- Recognise what a pronoun is</li> </ul>	<p><b>Planning, Composing and Evaluating</b></p> <ul style="list-style-type: none"> <li>- Generate ideas for their writing</li> <li>- Use the structures, grammar and vocabulary of written texts to plan and write their own</li> <li>- Evaluate the work of others and suggest improvements</li> <li>- Evaluate their work effectively and make improvements based on this</li> <li>- Proof-read for spelling, grammar and punctuation errors</li> <li>- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</li> <li>- Plan and order texts logically</li> <li>- Use paragraphs to group related material</li> <li>- Experiment with layout when writing non-fiction texts</li> <li>- Use expression, intonation and tone when reading aloud their writing</li> <li>- Improve their writing style by adding new techniques to their repertoire (see end of year expectations)</li> <li>- Create characters using well-chosen words and phrases</li> </ul> <p><b>Grammar, Punctuation and Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Use correct grammatical terminology when discussing their writing</li> <li>- Explore word families based on common words</li> <li>- Identify adverbs</li> </ul>	<p><b>Planning, Composing and Evaluating</b></p> <ul style="list-style-type: none"> <li>- Generate ideas for their writing</li> <li>- Use the structures, grammar and vocabulary of written texts to plan and write their own</li> <li>- Evaluate the work of others and suggest improvements</li> <li>- Evaluate their work effectively and make improvements based on this</li> <li>- Proof-read for spelling, grammar and punctuation errors</li> <li>- Plan and organise texts logically</li> <li>- Create a coherent plot in a story</li> <li>- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</li> <li>- Use paragraphs to group related material</li> <li>- Use language to create an effect e.g. creating a mood</li> <li>- Use expression, intonation and tone when reading aloud their writing</li> <li>- Improve their writing style by adding new techniques to their repertoire (see end of year expectations)</li> <li>- Use their imagination to write engaging texts</li> </ul> <p><b>Grammar, Punctuation and Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Use correct grammatical terminology when discussing their writing</li> <li>- Create new nouns using prefixes</li> <li>- Identify prepositions</li> <li>- Use prepositions to express time, cause and place e.g. before, after, during, in, because of</li> </ul>

	<ul style="list-style-type: none"> <li>- Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them</li> <li>- Recognise and explain what a conjunction is</li> <li>- Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</li> <li>- Recognise direct speech and inverted commas</li> <li>- Use direct speech and inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>- Use adverbs to express time, place and cause e.g. then, next, soon, therefore</li> <li>- Use inverted commas</li> <li>- Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)</li> </ul>	<ul style="list-style-type: none"> <li>- Use prepositional phrases to add detail to sentences</li> <li>- Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</li> <li>- Understand what a main clause is</li> <li>- Identify simple and compound sentences</li> </ul>
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Year 3 Writing End of Year Checklist	
Generate ideas, drafts, redrafts and edit written work to ensure the meaning and impact on reader is clear	Use adverbs to add detail
Organise simple paragraphs around a theme	Use expanded noun phrases
Create simple settings, characters and a basic plot in narratives	Use prepositions to add detail
begin to use simple organisational devices in non-narrative materials	Use 'a' and 'an' correctly
Use present and past correctly	Use pronouns to avoid repetition
use co-ordinating conjunctions	Punctuate direct speech mostly correctly
Use subordinate conjunctions	Can spell most of the Year 3 spelling words correctly

3	Spelling		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p><i>Italics = Same in each term</i></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Use a dictionary to check words</li> <li>- Investigate spelling patterns and conventions</li> <li>- Choose the correct spelling by using a visual strategy ('Does it look right?')</li> <li>- Consolidate spelling patterns from Y2</li> <li>- Spell words with the prefix pre-</li> <li>- Spell words with the prefix sub-</li> <li>- Spell words with the prefix ex-</li> <li>- Spell two syllable words containing double consonants e.g. dinner</li> <li>- 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</li> <li>- Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt</li> <li>- Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women</li> <li>- Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>- Write with joined handwriting consistently</li> <li>- Build keyboard skills to type, edit and redraft</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Use a dictionary to check words</li> <li>- Investigate spelling patterns and conventions</li> <li>- Choose the correct spelling by using a visual strategy ('Does it look right?')</li> <li>- Spell words with the ou spelling of the u sound e.g. young, touch, double</li> <li>- Spell words with the prefixes in-, il-, im- and ir-</li> <li>- Spell words with the prefix dis-</li> <li>- Spell words with the prefix mis-</li> <li>- Spell words with the prefix re-</li> <li>- Spell words with the prefix de-</li> <li>- Spell words with the prefix over-</li> <li>- Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember</li> <li>- Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>- Make the move from pencil to pen in their handwriting</li> <li>- Build keyboard skills to type, edit and redraft</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Use a dictionary to check words</li> <li>- Investigate spelling patterns and conventions</li> <li>- Choose the correct spelling by using a visual strategy ('Does it look right?')</li> <li>- Spell words with the prefix inter-</li> <li>- Spell words with the prefix super-</li> <li>- Spell words with the prefix anti-</li> <li>- Spell words with the prefix auto-</li> <li>- Spell words with the suffix -ation</li> <li>- Spell words with the prefix non-</li> <li>- Spell words with the prefix co-</li> <li>- Spell the words centre, century, certain, consider, enough, famous, forward(s), grammar, length, notice, strange, strength, though, although, thought, through</li> <li>- Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>- Write with joined handwriting consistently</li> <li>- Develop fluency in typing</li> </ul>

**Words to be learnt each term in addition to spelling rules taught**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
answer	address	centre
build	appear	century
caught	arrive	certain
circle	breath	consider
early	breathe	enough
earth	disappear	famous
fruit	guard	forward(s)
group	guide	grammar
heard	history	length
heart	imagine	notice
height	increase	strange
island	important	strength
learn	interest	though
minute	question	although
often	recent	thought
woman/women	reign	through
	remember	