

## English: Year 3 Autumn 1 Text: *Leon & The Place Between*

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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

### Writing Transcription (Spelling and Handwriting)

- Use the first two or three letters of a word to check its spelling in a dictionary

### Vocabulary, Grammar & Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- Using and punctuating direct speech
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

### Reading Comprehension

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

- 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
- Discussing words and phrases that capture the reader's interest and imagination
- 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 (Composition)

#### Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

#### Draft and write by:

- In narratives, creating settings, characters and plot
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme

#### Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Week	Objective	Word list words	Adding suffixes beginning with vowel letters to polysyllabic words	The /l/ sound spelt y elsewhere than at the end of a word	The /r/ sound spelt ou	More prefixes (dis-, mis-, in-, il-, im-, ir-, re-sub-, inter-, super-, anti-, auto-)	The suffix -ation	The suffix -ly	Words with endings sounding like /ʒe/ or /tʃe/	Endings which sound like /ʒen/	The suffix -ous	Endings which sound like /ʃen/, spelt -tion, -sion, -cian	Words with the /k/ sound spelt ch (Greek in origin)	Words with the /ʃ/ sound spelt ch (mostly French in origin)	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	Words with the /s/ sound spelt sc (Latin in origin)	Words with the /e/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1		✓																	
2						✓													
3											✓								

### Word list coverage

appear  
believe  
disappear  
experience  
famous  
heard

## English: Year 3 Autumn 1 Text: *The First Drawing*

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

### Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones

### Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to paragraphs as a way to group related material
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Introduction to inverted commas to punctuate direct speech
- Use of inverted commas and other punctuation to indicate direct speech
- Use of commas after fronted adverbials

### Reading 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
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Discussing words and phrases that capture the reader's interest and imagination

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

- 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

### Writing (Composition)

#### Plan writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

#### Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot

#### Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-reading for spelling and punctuation errors

Week	Objective	Word list words	Adding suffixes beginning with vowel letters to polysyllabic words	The /s/ sound spelt y elsewhere than at the end of a word	The /z/ sound spelt ou	More prefixes (dis-, mis-, in-, il-, im-, ir-, re- sub-, inter-, super-, anti-, auto-)	The suffix -ation	The suffix -ly	Words with endings sounding like /ʒə/ or /tʃə/	Endings which sound like /ʒən/	The suffix -ous	Endings which sound like /ən/, spelt -tion, -sion, -dan	Words with the /k/ sound spelt ch (Greek in origin)	Words with the /j/ sound spelt ch (mostly French in origin)	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	Words with the /s/ sound spelt sc (Latin in origin)	Words with the /k/ sound spelt el, igh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
1		✓																	
2											✓								

### Word list coverage

describe  
early  
earth  
imagine  
suppose  
surprise  
thought