

English: Year 3 Autumn 2 Text: *The Pied Piper of Hamelin*

**Vocabulary, Grammar & Punctuation**

- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- 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
- Headings and sub-headings to aid presentation
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
- Use of a comma after a fronted adverbial

**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)**

- 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.
- Coverage of tion/sion/tian

**Writing (Composition)**

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Organising paragraphs around a theme.
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

**Reading Comprehension**

- 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

| 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 /n/ 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 /səl/ or /təl/ | Endings which sound like /ʒən/ | The suffix -ous | Endings which sound like /ʃən/, 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 /eɪ/ sound spelt ei, eigh, or ey | Possessive apostrophe with plural words | Homophones and near-homophones |
|------|-----------|-----------------|--|---|------------------------|---|-------------------|----------------|---|--------------------------------|-----------------|---|---|---|---|---|---|---|--------------------------------|
| 1    |           | ✓               |  |   |                        |   |                   |                |   |                                |                 |   |   |   |   |   |   |   |                                |
| 2    |           |                 |  |   | ✓                      |   |                   |                |   |                                |                 |   |   |   |   |   |   |   |                                |
| 3    |           |                 |  |   |                        |   |                   |                |   |                                |                 |   |   |   |   |   | ✓   |   |                                |

Word list coverage

answer  
certain  
difficult  
height  
notice  
possess(ion)  
reign

**English:** Year 3 Autumn 2 Text: The Last Garden

## 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 further prefixes and suffixes and understand how to add them - see English appendix 1
- Spell words that are often misspelt - see 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]

## 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.

## 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)

### 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:**

- 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  |
|------|--|
| 1    | Word list words  |
| 2    | Adding suffixes beginning with vowel letters to polysyllabic words                 |
| 3    | The //sound spelt y elsewhere than at the end of a word                            |
|      | The /r/ sound spelt ou   |
|      | More prefixes (dis-, mis-, in-, in-, in-, 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, -clan                            |
|      | 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 /el/ sound spelt et, eigh, or ey                                    |
|      | Possessive apostrophes with plural words   |
|      | Homophones and near-homophones   |

## Word list coverage

address  
busy  
arrive  
potatoes  
fruit  
build  
pressure  
though  
appear  
experience