

English: Year 3 Spring 2 Text: Cloud Tea Monkeys

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]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Beginning to use paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- 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]
- 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]

Writing (Composition)

Plan writing by:

- Discussing and recording ideas

Draft and write by:

- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

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.

Reading Comprehension

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

- Identifying themes and conventions
- Discussing words and phrases that capture the reader's interest and imagination

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)

Week	Objective																
	Word list words																
	Adding suffixes beginning with vowel letters to polysyllabic words																
1	✓																
2		✓															
3																	✓

Word list coverage

calendar
circle
enough
fruit
medicine
regular
strength
woman/
women

English: Year 3 Spring 2 Text: Sparky

Vocabulary, Grammar & Punctuation

- 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
- 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

Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

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.

Reading Comprehension

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

- Identifying themes and conventions
- Discussing words and phrases that capture the reader's interest and imagination

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far

Writing Transcription (Spelling and Handwriting)

- 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

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 /l/ sound spelt ou													
		More prefixes (dis-, mis-, in-, il-, im-, in-, re-, sub-, inter-, super-, anti-, auto-)													
		The suffix -ation													
		The suffix -ly													
		Words with endings sounding like /ʒəl/ or /tʃəl/													
		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 /ʒ/ sound spelt -que 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

promise
actually
arrive
believe
minute
opposite
probably