

## English: Year 3 Summer 1 Text: Harris Burdick

### 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
- 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*]
- Introduction to inverted commas to punctuate 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*)
- 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
- Use of inverted commas and other punctuation to indicate direct speech

### 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 (English Appendix 2)
- 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

### 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

### Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- 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
- Asking questions to improve their understanding of a text
- 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
- Participating 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 Transcription (Spelling and Handwriting)

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

Week	Objective	Word list words
1	✓	Adding suffixes beginning with vowel letters to polysyllabic words
2		The /s/ sound spelt y elsewhere than at the end of a word
3		The /t/ sound spelt ou
		More prefixes (dis-, mis-, in-, bi-, im-, in-, re-, sub-, inter-, super-, anti-, auto-)
		The suffix -ation
		The suffix -ly
	✓	Words with endings sounding like /dʒ/ or /tʃ/
		Endings which sound like /ɒn/
		The suffix -ous
		Endings which sound like /ɪn/ spelt -don-, -sion-, -cian
		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 -ss (Latin in origin)
		Words with the /t/ sound spelt -tigh, or -ty
		Possessive apostrophe with plural words
		Homophones and near-homophones

### Word list coverage

answer  
certain  
difficult  
height  
notice  
possess(ion)  
reign

## English: Year 3 Summer 1 Text: Flotsam

### Vocabulary, Grammar & Punctuation

- Use of paragraphs to organise ideas around a theme
- 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:

- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot

#### 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

### Writing Transcription (Spelling and Handwriting)

- (from KS1) identify spelling patterns for words ending in -er and -ure

### Reading Comprehension

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

- Reading books that are structured in different ways and reading for a range of purposes
- Identify themes and conventions in a wide range of books
- Ask questions to improve their understanding of a text

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

- Draw inferences such as infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predicting what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning

Week	Objective
1	Word liaisons
2	Adding affixes beginning with vowel letters to polysyllabic words
3	The /f/sound spelled elsewhere than at the end of a word
	The /t/ sound spelled out
	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 /təl/ or /kəl/
	Endings which sound like /sən/
	The suffix -ous
	Endings which sound like /pən/, spelt -tion-, -sion-, -cian
	Words with the /k/ sound spelt ch (Greek in origin)
	Words with the /f/ sound spelt th (mostly French in origin)
	Words ending with the /θ/ sound spelt -que and the /k/ sound spelt -que
	Words with the /k/ sound spelt sc (Latin in origin)
	Words with the /k/ sound spelt el, eigh, or ey
	Possessive apostrophe with plural words
	Homophones and near-homophones

### Word list coverage

bicycle  
material  
occasion(ally)  
recent  
separate  
strange  
various

