

English: Year 3 Summer 2 Text: Jim: A Cautionary Tale

Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions and adverbs [if and then]
- Relative clauses beginning with who, whose, which or that (YS)
- Use fronted adverbials for time, place and manner, e.g. later that day.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

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

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Word Reading

Phonics revision from Y1/2:

- Alternative pronunciation of known graphemes, e.g. & call and bawl.

Reading Comprehension

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

- Listening to and discussing a wide range of poetry
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

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

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Predicting what might happen from details stated and implied

Writing Transcription (Spelling and Handwriting)

Phonics revision from Y1/2:

- Revision of alternative spellings of known phonemes, e.g. liar and fire

Week		Objective													
1	✓	Word list words													
		Adding suffixes beginning with vowel letters to polysyllabic words													
2	✓	The /s/ sound spelt s elsewhere than at the end of a word													
		The /t/ sound spelt t													
		More prefixes (dis-, mis-, in-, il-, im-, ir-, re-sub-, inter-, super-, anti-, sub-)													
		The suffix -ation													
		The suffix -ly													
		Words with endings sounding like /səl/ or /təl/													
		Endings which sound like /sən/													
		The suffix -ous													
		Endings which sound like /fən/, spelt -tion, -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 sc (Latin in origin)													
		Words with the /eɪ/ sound spelt ei, eigh, or ey													
		Possessive apostrophes with plural words													
		Homophones and near-homophones													

Word list coverage

accidentally
caught
experience
learn
mention
naughty

English: Year 3 Summer 2 Text: The Day I Swapped My Dad For Two Goldfish

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
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns □ using and punctuating direct speech

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
- Discussing and recording ideas
- In narratives, creating settings, characters and plot
- 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-read for spelling and punctuation errors
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Word Reading

- 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 (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

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
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- 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
- Identifying how language, structure, and presentation contribute to meaning

Week	Objective																		
1	✓	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 /ʒə/ or /tʃə/	Endings which sound like /ʒə/	The suffix -ous	Endings which sound like /ʃən/, spell -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 -gue and the /k/ sound spelt -que	Words with the /k/ sound spelt sc (Latin in origin)	Words with the /v/ sound spelt ei, eigh, or ey	Possessive apostrophe with plural words	Homophones and near-homophones
2								✓											
3					✓														

Word list coverage

busy
experiment
favourite
length
perhaps
popular
probably

