

Literacy Curriculum - Year 3

		Genres	
Autumn		Spring	
Poems to Perform Instructions Diaries		Reports Authors & Letters Myths & Legends	
Stories with Familiar Settings Adventure & Mystery Information Texts			
Spoken Language			
Years 1 - 6	Pupils should be taught to:		
	<ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	
Phonics			
Teaching of Phonics will continue for children who are not secure at phase 5. This will be daily and timetabled for a session each morning.			
Reading - Word Reading		Reading - Comprehension	
Pupils should be taught to:		Pupils should be taught to:	
<ul style="list-style-type: none"> ▪ 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. 		<ul style="list-style-type: none"> ➢ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ 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 ▪ using dictionaries to check the meaning of words that they have read ▪ 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 in a wide range of books ▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ discussing words and phrases that capture the reader's interest and imagination ▪ recognising some different forms of poetry [for example, free verse, narrative poetry] ➢ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ 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 ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ➢ retrieve and record information from non-fiction ➢ 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 and Punctuation			
Text Structure	Sentence Structure	Punctuation	Terminology for Pupils
Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we</i>).	Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>). Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> . Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials.	Introduction to speech marks to punctuate direct speech. <i>Using commas after fronted adverbials.</i> <i>Indicating possession by using the possessive apostrophe with plural nouns.</i>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.
Composition (Planning, Writing and Editing)			
Year 3	Planning	Draft and Write	
	<ul style="list-style-type: none"> a. discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary b. discussing and recording ideas 	<ul style="list-style-type: none"> a. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures b. organising paragraphs around a theme c. in narrative texts, creating settings, characters and plot d. in non-narrative texts, using simple organisational devices such as headings and sub-headings e. using the perfect form of verbs to mark relationships of time and cause 	Evaluate and Edit
Writing - Transcription (Spelling)		Writing - Handwriting	
Pupils should be taught to:		Pupils should be taught to:	
<ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (Appendix 1) ▪ 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. 		<ul style="list-style-type: none"> ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	