Year 3
English

Writing

Transcription

Handwriting is increasingly legible and consistent.

Composition

Express time and cause using prepositions, conjunctions and adverbs

Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel

Group related ideas into paragraphs

Planning

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan writing by discussing and recording ideas

Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures

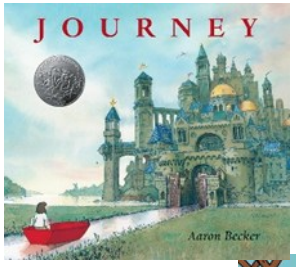
Revising/Editing

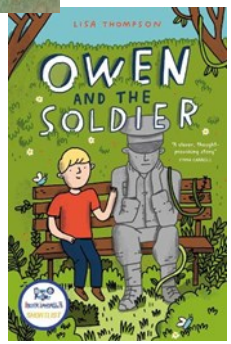
Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Use proof reading to check for errors

Read aloud what they have written with appropriate intonation to make the meaning clear

Focus Text





Reading

- Predict
- Clarify vocabulary
- Retrieval
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Check that the text makes sense to them and discuss their understanding
- Participate in discussion about books
- Use dictionaries to check the meaning of words that they have read
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from nonfiction



Poem— Three Limericks – Michael Rosen

Spelling

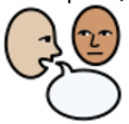
Unit 27 y as /i/ Unit 28 ou letter string
Unit 29 cert Unit 30 cycle Unit 31 eigh, ei, ey and aigh Unit 32 augh letter string
Unit 33 Homophones

increase
important
perhaps
group
certain

Genres



Entertain
(Narrative/Setting Description)



Inform
(Letter)