

Year 3 - National Curriculum Content Within the Mastery English Programme

| English Reading | | English Writing | | |
|--|--|--|---|---|
| Word Reading | Comprehension | Composition | Vocabulary, grammar and punctuation | Vocabulary, grammar and punctuation - content |
| <p>Pupils should be taught to:</p> <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. | <p>Pupils should be taught to:</p> <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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● evaluate and edit by: <ul style="list-style-type: none"> - 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 - read 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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - 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 - learning the grammar for years 3 and 4 in English Appendix 2 ● indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | <p>Word</p> <p>Formation of nouns using a range of prefixes [for example <i>super–, anti–, auto–</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p> <p>Sentence</p> <p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>Text</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> <p>Punctuation</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Terminology for pupils</p> <p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or ‘speech marks’)</p> |

Please note that the Mastery English Programme does not include spelling or handwriting, which should be addressed elsewhere on the timetable.

Year 3 – Teacher Assessment Framework

| English Writing | | |
|--|--|---|
| Working towards the expected standard | Working at the expected standard | Working at greater depth within the expected standard |
| <p>The pupil is beginning to meet the following aims with support and is able to:</p> <ul style="list-style-type: none"> rehearse orally their ideas for writing and record their ideas using a modelled planning format demonstrate some understanding of purpose and audience (although this may not be sustained) use the simple structure of a wider range of text types proof-read their work to check for errors and make simple improvements with guidance make more ambitious word choices (often reflecting those modelled by a teacher) usually maintain the correct tense (including the progressive form) use the full range of punctuation from previous year groups including: full stops, capital letters, question marks and exclamation marks, commas within lists, apostrophes to show possession and to form contractions begin to add inverted commas to mark direct speech (may not be consistent) use a range of simple conjunctions (including some subordination) spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial spell some words with suffixes correctly, e.g. usually, poisonous, adoration apply all spelling rules from the KS1 guidance within the English Appendix 1 begin to use neat, joined handwriting | <p>The pupil is beginning to independently apply their knowledge and can:</p> <ul style="list-style-type: none"> begin to use ideas from own reading and modelled examples to plan their writing demonstrate an increasing understanding of purpose and audience begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) proof-read their own and others’ work to check for errors with increasing accuracy, and make improvements make deliberate ambitious word choices to add detail begin to create settings, characters and plot in narratives begin to organise their writing into paragraphs around a theme maintain the correct tense (including present perfect tense) throughout a piece of writing use the full range of punctuation from previous year groups use inverted commas in direct speech use subordinate clauses begin to use conjunctions, adverbs and prepositions to show time, place and cause use ‘a’ or ‘an’ correctly most of the time spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial spell many words with suffixes correctly, e.g. usually, poisonous, adoration begin to spell homophones correctly, e.g. which and witch spell some of the Year 3 and 4 statutory spelling words correctly use a neat, joined handwriting style with increasing accuracy | <p>The pupil confidently and independently applies their knowledge and can:</p> <ul style="list-style-type: none"> plan and write with an understanding of purpose and audience use the structure of several text types (including the use of simple layout devices in non-fiction) proof-read theirs and others’ work to check for errors, suggesting and making improvements make deliberate ambitious word choices to add detail, effect and to engage the reader create settings, characters and plot in narratives organise their writing into paragraphs around a theme maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement use the full range of punctuation from previous year groups punctuate direct speech accurately, including the use of inverted commas use subordinate clauses (sometimes in varied positions) use a range of conjunctions, adverbs and prepositions to show time, place and cause use ‘a’ or ‘an’ correctly throughout a piece of writing spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial spell most words with suffixes correctly, e.g. usually, poisonous, adoration spell homophones correctly, e.g. which and witch spell many of the Year 3 and 4 statutory spelling words correctly use a neat, joined handwriting style with increasing accuracy and speed |

Please refer to current moderation guidance and the latest version of the teacher assessment framework.

Year 3 – Mastery English

| | Autumn Term | Spring Term | Summer Term |
|--|---|--|--|
| Whole Class Text | The BFG | The Iron Man | The Queen’s Nose |
| Author | Roald Dahl | Ted Hughes | Dick King Smith |
| Themes | <p>The characters of Sophie and the BFG are used to illustrate Dahl's thoughts on bravery.</p> <p>Bravery, great changes in lives, justice, being fair, doing the right thing, stopping people who are doing something wrong, unjust behaviour, orphanages, fantasy, dreams, soldiers, royalty, communication, funny language, silly linguistic errors</p> | <p>Half-way between a modern fairy-tale and science-fiction myth...</p> <p>Redemption, environmental conflict between the age of machines and technology, the destruction of the environment, human-induced changes to nature, friendship, betrayal and reconciliation</p> | <p>A down-to-earth and funny story of what a girl does to meet her desires....</p> <p>Traditional gender roles, magic, wishing, not taking things for granted, sibling dispute, family relationships, vehicle accidents, hospital stays, pets, animal care, learning life lessons, selfishness, materialistic behaviour</p> |
| Background/ Contextual Knowledge | Geographical landscapes, dreams, the Royal family, the military, mythical creatures | Metal as a material in science, weather, villages/settlements, electricity, machinery | Animal care, habitats, coins, living things, animal species, publicity and the media |
| Text Specific Vocabulary | <p>Dormitory, cloak, plucked, hesitated, desolate, smothered, fierce, devilish, triumphantly, stride, crouch, swirling, disappearing, reappearing, peculiar, cellar, gape, massive, protest, diabolical, repulsive, filthy, brutes, wretched, famished, lurking, skulking, witching hour, greengrocer, imprisoned, gallop, perambulator, forlorn, winsome, translucent, oblong, illusion, boggles, thermometer, ingenuity, marmalade, figures, menace, pounced, anguish, contemptuously, dusk, confidently, tumbling, contraption, laborious, quiver, delicate, dawn, flinch, atlas, spectacle, hovered, hoisted, pupil, glance, glare, sapphire, dreadful, suspiciously, girth, triumphantly, brimful, passionately, glamorous, distressed, astonishing, aghast, gale, trifle, grotesque, wasteland, grim, murky, loomed, absurd, ghastly, petrified, fiasco, ravenous, fearsome, contentedly, ceaselessly, spectators</p> | <p>Brink, sway, clang, singe, scatter, dawn, clam, hither and thither, seldom, gleeful, crane, topple, sway, wheeling, bug, figure, unfurl, torso, breakers, twilight, peer, inspector, wallow, barrelling, tearing, drape, revenge, unfold, vengeance, seaman, snag, wheeling, jabbed, tucked, scuttling, ledge, immense, to and fro, bursting, spouted, swell, tumble, sheer, yard, colossal, stupendous, imprison, demonstrate, wounded, critically, duplicate, convoy, sacrifice, captive, steep, peer, bait, wallow, glide, dart, stride, blaze</p> | <p>Barnacled, retreat, elongated, anticipation, ambush, burrowed, ferocity, cattily, vacant, credit, methodical, slapdash, doggedly, feverishly, attentively, , unsheathed, pleading, agonised, discretion, prominent, pasturing, solemn, twilit, lope, pliable, cusp, bulk, laborious, pliable, cusp, bulk, laborious, advice, instructions, wintry, perhaps, lucky, lingered, perches, pursuit, instinctively, inhabitants, simpered, futile, tramping, inquisitive, fractured, remarkable, miracles</p> |
| Writing Opportunities | <p>Story opening</p> <p>Character description</p> <p>Newspaper report</p> <p>Informal letter</p> <p>Formal letter</p> <p>Newspaper report</p> | <p>Poetry</p> <p>Instructions</p> <p>Diary</p> <p>Iron Man’s Point of View</p> <p>Character Description</p> <p>Story ending</p> | <p>Persuasive letter</p> <p>Alternative narrative</p> <p>Non chronological report/ information text</p> <p>Newspaper report</p> <p>Narrative building tension</p> <p>Harmony’s diary</p> |

| | | | |
|--------------------------------------|--|---|---|
| Key Grammar and Punctuation | <p>Revision: Co-ordinating conjunctions (main clauses), subordinating conjunctions to extend sentences, nouns and pronouns, possessive apostrophes (this was more a depth skill in Y2...), expanded noun phrases, adjectives, apostrophes for contractions, sentence types – questions, commands, exclamation and statements, capital letters for proper nouns</p> <p>New to Y3: Relative pronouns, prepositions to express time place and cause, relative clauses to extend sentences, subordinate clauses, commas with subordinate clauses, reordering the subordinate clause, to use and punctuate direct speech with inverted commas, to organise paragraphs around a theme, fronted adverbials (time focus)</p> | <p>Revision: Questions, Imperative verbs, commands, past and present tense, subordinating conjunctions</p> <p>New to Y3: Fronted adverbials, rhetorical questions, adverbs to express time and cause, subordinate clauses, sentences with more than one clause, pronouns, adjectives to from fronted adverbials, adapting sentence structures, to use and punctuate and direct speech</p> | <p>Revision: Sentence types – statement, command, question, synonyms, adjectives, nouns, verbs, adverbs, punctuation – full stops, question marks</p> <p>New to Y3: Rhetorical questions (title not concept), subordinating conjunctions and using a comma to separate clauses, to organise paragraphs around a theme, fronted adverbials, pronouns, headings and subheadings/ organisational devices, subordinate clauses, main clauses, complex sentences, - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, pronouns and varied sentence openers to aid cohesion, use and punctuate direct speech, using the present perfect form of verbs in contrast to the past tense</p> |
| Features of Effective Writing | <p>Short sentences, headline, direct speech, concluding paragraph, informal language, summarise, formal language, introductory paragraph, captions, alliteration, summarising</p> | <p>Rhyme, onomatopoeia, similes, personification, imperative verbs, informal language, summarising, short sentences, flattery, rhetorical questions, direct speech, short sentences</p> | <p>Summary, rhetorical questions, emotive language, show not tell technique, note-taking, headings/sub-headings, technical vocabulary, headlines, captions, alliteration, direct speech, concluding paragraph, building tension, short sentences</p> |