

Literacy Core Expectations

Year 3

Autumn 1 (Ancient Egyptians)	Autumn 2	Spring 1 (Greek Legends)	Spring 2	Summer 1 (Local Areas and France)	Summer 2
<p>Poetry Zealous Zoo Y3 p.10</p> <p>Fiction (Fantasy Portal) The tunnel</p> <p>Non-Fiction As letter recount Y3 p.69</p>	<p>Poetry Performance Poems on their likes and dislikes Year 3 p.5-6 'My world'</p> <p>Fiction (Cumulative) <u>Stuck!</u></p> <p>Non-Fiction Persuasive (Advert for a kite)</p>	<p>Poetry Descriptive settings</p> <p>Fiction (Beating the Baddie) Odysseus and Cyclops</p> <p>Non-Fiction Instructions (how to escape from a Cyclops) Y3. P66 how to trap a dragon</p>	<p>Poetry Animal Poems</p> <p>Fiction (Transformation) <u>HOW THE ELEPHANT GOT HIS TRUNK</u> (Just so stories to support)</p> <p>Non-Fiction Explanation text (linked to Animals How the... got his...) Y3. P63-64</p>	<p>Poetry Wishing poems</p> <p>Fiction (Wishing Tale) Midas (Pie text)</p> <p>Non-Fiction Non-chronological report linked to History unit</p>	<p>Poetry Poems from Ted Hughes</p> <p>Fiction (Warning/Suspense) The Iron Man Ted Hughes</p> <p>Non-Fiction (Book Review) Y3. P.60</p>

All units to be taught as TFW

Literature Spine

Year 3

- The Iron Man by Ted Hughes
- Cat Tale: Ice Cat by Linda Newberry
- The Sheep-pig by Dick King-Smith
- The Abominables by Eva Ibbotson
- The Battle of Bubble and Squeak by Philippa Pearce
- The Diary of a Killer Cat by Anne Fine

Key skills in Reading Year 3

Word Reading

- Generally reads fluently, decoding most new words outside everyday spoken vocabulary.
- Can read longer words with support and tests out different pronunciations.
- Use dictionaries to check the meaning of words they have read.

Comprehension

- Reading is seen as a pleasurable activity.
- Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts.
- Identifies conventions across familiar stories and recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Retrieves and records information from non-fiction, using contents pages to locate information.
- Predict what might happen from details stated and implied.
- Draws simple inferences such as inferring characters' feelings.

Spelling Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery)</p> <p>dis-: (disappoint, disagree, disobey)</p> <p>mis-: (misbehave, mislead, misspell (mis + spell))</p> <p>Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus, chemist, echo, character)</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener)</p> <p>Prefix-In (inactive, incorrect, interest, information, interact)</p> <p>Prefix-Il (illegal, illegible)</p> <p>The suffix -ly (sadly, completely, happily, angrily, gently, simply, humbly, nobly)</p> <p>Additional words- (grumble, country)</p>	<p>Words with the sound spelt ei, eigh, or ey /eɪ/ (vein, reign, weigh, eight, neighbour, they, obey)</p> <p>im-(immature, immortal, impossible, impatient, imperfect, important)</p> <p>ir-(irregular, irrelevant, irresponsible)</p> <p>Homophones and near-homophones (ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, knot/not)</p>	<p>The suffix -ly (usually (usual + ly), finally (final + ly), comically (comical + ly), usual (usual +ly) basically, frantically, dramatically)</p> <p>The /ʌ/ sound spelt ou (young, touch, double, trouble, country)</p> <p>The suffix- ous (Poisonous, dangerous, famous, jealous, tremendous, enormous)</p> <p>Endings which sound like they are spelt-tion (Action, invention, injection, hesitation, completion)</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable (limiting, limited, limitation, grab, grabbing, quick, quicker, hope, hopeful, hot, hottest)</p> <p>Homophones and near-homophones (mail/male, main/mane, meat/meet, peace/piece, plain/plane, rain/rein/reign, ours/hours, woman/women)</p> <p>re-(redo, refresh, return, reappear, redecorate)</p> <p>sub-(subdivide, subheading, submarine, submerge)</p>	<p>Words with the sound spelt ei, eigh, or ey /eɪ/ (vein, reign, weigh, eight, neighbour, they, obey)</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>The suffix -ly (sadly, completely, happily, angrily, gently, simply, humbly, nobly, usually (usual + ly), finally (final + ly), comically (comical + ly), usual (usual +ly) basically, frantically, dramatically)</p> <p>The suffix- ous (Poisonous, dangerous, famous, jealous, tremendous, enormous)</p>

Core Skills in Writing Year 3

All children in Year 3:

Evaluate and edit their work:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences
- Read aloud their writing , to a group or to the whole class, using appropriate intonation and controlling the tone and volume so that it is clear.

Composition

Consolidate Year 2 list

- Use paragraphs to organise ideas around a theme. (**Introduction**-develop hook to introduce and tempt the reader in e.g. *Who...? What...? Where...? Why...? When...? How...?* **Middle section**- group related ideas/facts into paragraphs, sub-headings to introduce sections/paragraphs, topic sentences to introduce paragraphs, lists of steps to be taken, bullet points for facts, flow diagram, headings and subheadings, **Ending**-personal response, extra information/reminders/information boxes)
- Plan and write using a range of structures in narrative (story map, story mountain, story grids, boxing up grids) and non-narrative (text map, washing line, boxing up grid, story grids)
- Vary story openings, including character, setting, type of day and type of weather.
- To vary story endings.
- Use 5 part story structure-**introduction**-should include description of setting or characters, **build up**-build in suspense towards the problem or dilemma, **problem/dilemma**-include detail of actions/dialogue, **resolution**-should link with the problem, **ending**-clear ending should link back to the start, show how the character or situation has changed from the beginning.
- Use sentence of 3 for description-*The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*
- Use topic sentences to introduce non-fiction paragraphs.
- Use precise word and language choices appropriate to the style and purpose of the text e.g. *adjectives, verbs, nouns for effect or clarity e.g. instead of dog use rottweiler.*
- Use a range of prepositions in writing. *next to, by the side of, in front of, during, through, throughout, because of.*
- Develop use of powerful verbs e.g. *stare, tremble, slither.*
- Develop use of boastful language in persuasion-*magnificent, unbelievable, exciting.*

Vocabulary, Punctuation and Grammar

Consolidate Year 2 list

- To use sentences with more than one clause, using a wider range of conjunctions to connect ideas (e.g. when, if because, although, for, nor, yet).
- Develop complex sentences using subordinating conjunctions-*when, if, because, although*
- Express time, place and cause using conjunctions for example, **when, before, after, while, so, because, adverbs-then, next, soon, therefore, prepositions-before, after, during, in because of.**
- Use the present form of verbs instead of simple past tense accurately and consistently.
- Vary long and short sentences (long sentences to add description or information, short sentences for emphasis and making key points)
- Embellish simple sentences by adding adverb starters or adverbial phrases e.g. *Carefully, she crawled along the floor of the cave. A few days ago, we discovered a hidden box).*
- Use 'ing' clauses as starters-*Sighing, the boy finished his homework.*
- Use drop in relative clauses, using who, whom, which, whose, that-*The girl, whom I remember, had long black hair.*
- Use commas in a list correctly and after fronted adverbials '*Later that day, I heard bad news*'.
- Use inverted commas correctly for direct speech.
- Use a colon before a list e.g. *what you need:*
- *Develop the use of ellipsis to keep the reader hanging on.*

Transcription

Consolidate Year 2 list

- Use of the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel.
- Common exception words are spelt correctly and more complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble)
- The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-)

Terminology

Consolidate:

- Punctuation, finger spaces, letter/word, sentence, full stops, capitals, question mark, exclamation mark, speech bubble, 'speech marks', bullet points, apostrophe contractions, commas for sentence of 3-description, action.
- Singular/plural, suffix
- Adjective/noun, verb/adverb, bossy verbs, tense (past, present, future), connective, generaliser
- Alliteration, simile-'as 'like'

Introduce:

Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant/vowel, clause, subordinate clause, determiner, synonyms, relative clause, relative pronoun, imperative, colon for instructions.

Example of Fiction from Year 3, using the skills taught in the core expectations:

The sun shone and the blackbirds sang while Jack and Daisy ambled along lazily. Jack tied Daisy to an oak tree and sat down in the shade. He fell asleep. After a while, he woke up to see a *strange looking* man, with eyes that gleamed like diamonds. "Hello, what are you doing?" asked the man.

Handwriting

- NC Requirements: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when are adjacent to one another are best left unjoined.
- Increase the legibility consistency and quality of their handwriting.

Revising joins in a word: long vowel phonemes
Revising joins in a word: le
Revising joins in a word: ing
Revising joins in a word: high-frequency words
Revising joins in a word: new vocabulary
Revising joins in a word: un, de
Revising joins to and from s: dis
Revising joins to and from r: re, pre
Revising joins to and from f: ff
Revising joins: qu

Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu
Practicing joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po
Practicing joining b and p: diagonal join to ascender, bl, ph
Relative sizes of letters: silent letters
Parallel ascenders: high-frequency words
Parallel descenders: adding y to words
Relative size and consistency: ly, less, ful
Relative size and consistency: capitals
Speed and fluency practice: er, est
Speed and fluency practice: opposites

Consistency in spacing: mis, anti, ex
Consistency in spacing: non, co
Consistency in spacing: apostrophes
Layout, speed and fluency practice: address
Layout, speed and fluency practice: dialogue
Layout, speed and fluency practice: poem
Layout, speed and fluency practice: letter
Handwriting style

Speaking and listening APP guidelines

	AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions	AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues	AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others
Level 4	<p>Across a range of contexts</p> <ul style="list-style-type: none"> ● speak in extended turns to express straightforward ideas and feelings, with some relevant detail ● structure talk in ways which support meaning and show attention to the listener ● vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> ● show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas ● take on straightforward roles and responsibilities in pairs and groups 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> ● convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> ● show understanding of how and why language choices vary in their own and others' talk in different situations
Level 3	<p>In most contexts</p> <ul style="list-style-type: none"> ● develop ideas and feelings through sustained speaking turns ● organise talk to help the listener, with overall structure evident ● adapt language and non-verbal features to suit content and audience 	<p>In most contexts</p> <ul style="list-style-type: none"> ● respond to the speaker's main ideas, developing them through generally relevant comments and suggestions ● attempt different roles and responsibilities in pairs or groups 	<p>In most contexts</p> <ul style="list-style-type: none"> ● show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	<p>In most contexts</p> <ul style="list-style-type: none"> ● recognise and comment on different ways that meaning can be expressed in own and others' talk
Level 2	<p>In some contexts</p> <ul style="list-style-type: none"> ● recount experiences and imagine possibilities, often connecting ideas ● vary talk in simple ways to gain and hold attention of the listener ● make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners 	<p>In some contexts</p> <ul style="list-style-type: none"> ● listen and respond to the speaker, making simple comments and suggestions ● make helpful contributions when speaking in turn, in pairs, and small groups 	<p>In some contexts</p> <ul style="list-style-type: none"> ● extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios 	<p>In some contexts</p> <ul style="list-style-type: none"> ● show awareness of ways in which speakers vary talk and why, through exploring different ways of speaking
Below level				
Insufficient evidence				
Overall assessment (tick one box only)	Level	Low	Secure	High