

# Year 3



## Parents Guide to English

This guide is designed to inform parents of the expectations of the National Curriculum for Year 3.

The Year 3 English curriculum is broken down into the following main areas:

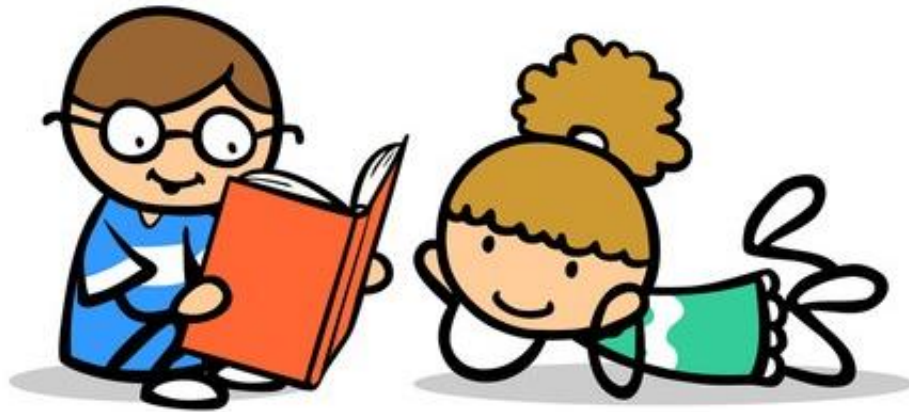
### Reading

- Word reading
- Comprehension

### Writing

- Transcription
  - Spelling
  - Handwriting
- Composition
- Vocabulary, grammar and punctuation

## Reading - Word Reading



- apply their growing knowledge of root words, prefixes and suffixes, 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

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When Children are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (

# Reading – Comprehension



- develop positive attitudes to reading, and an understanding of what they read, by:
  - 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:
  - 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 1 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

The focus should continue to be on Children' comprehension as a primary element in reading. The knowledge and skills that Children need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Children should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Children should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Children should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Children should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

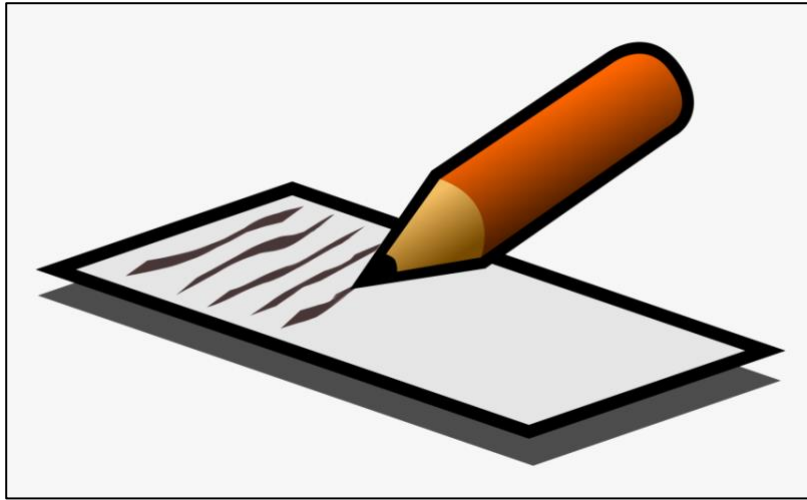
Reading, re-reading, and rehearsing poems and plays for presentation and performance give Children opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Children should be encouraged to use drama approaches to understand how

to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, Children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Children should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all Children take part.

# Writing - Transcription



- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- 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 2 or 3 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

Children should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, Children should continue to be supported in understanding and applying the concepts of word structure - see English appendix 2.

Children need sufficient knowledge of spelling in order to use dictionaries efficiently.

# Handwriting



- 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Children should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which Children are able to write down what they want to say. This, in turn, will support their composition and spelling.



# 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:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - 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:
  - 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
- proofread for spelling and punctuation errors

- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Children should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Children should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Children should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

# Writing - Vocabulary, Grammar and Punctuation



- develop their understanding of the concepts by:
  - 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](#)]/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf)
- indicate grammatical and other features by:
  - 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 accurately and appropriately when discussing their writing and reading

Grammar should be taught explicitly: Children should be taught the terminology and concepts set out in, and be able to apply them correctly to

examples of real language, such as their own writing or books that they have read.

At this stage, Children should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.

## Ideas for home

- From year 3 onwards, the importance grows for your child to be choosing books for themselves and learning which books they prefer. Visiting a library helps your child to select from a wider range of books.
- Reading aloud and acting out poems and playscripts are an important part of building your child's comprehension skills and younger juniors still benefit from talking about their reading and performances and explaining what is happening. Developing the ability to explain understanding in words with someone you trust helps your child to write their understanding in comprehension activities later.
- Many children find using 'best writing' tricky when required to write at length. However, when short messages are used on greetings cards or postcards, it's a great opportunity to write in best. Gently draw lines 1cm apart in pencil to help your child's layout and help them plan the sentence before writing it. This reinforces the national curriculum principle that neatness should be linked to the purpose of writing. Writing for a special person or special occasion should always be as neat as we can.
- Dictionaries can be an important tool for children to use as part of supporting their writing and spelling. Children are expected to use dictionaries effectively and to be able to use the first three letters to locate a word in a dictionary.
- Sharing books together is the most powerful way for children to learn about language, spelling, grammar and punctuation. Stop at points in the book you're reading with your child and ask them to describe what might happen next. Can they create their own ending to the story?

- Alliteration is the use of words within a sentence that begin with the same sound. For example, **six sizzling sausages**. When you are out and about with your child, challenge them to use alliteration to describe what is happening around them. For example, at the supermarket, can they describe the trolley? In the garden, what do the leaves look like?
- Encourage your child to keep a diary for a week, writing a paragraph or two about their day and what happened. Discuss the features of the diary entries they have written, such as being in the first person (using 'I' and 'we') and past tense (describing events that have already happened).