



Boreham Primary School
English Curriculum



Year 3		
Speaking and Listening		
<ul style="list-style-type: none">• I can give structured descriptions	I can participate actively in conversations	I can consider and evaluate different viewpoints
<ul style="list-style-type: none">• I can sequence and retell a variety of texts	I can perform and share my writing with increasing fluency	
Reading		
Word Recognition		
<ul style="list-style-type: none">• I can apply known phonics strategies to help me read unfamiliar words• I apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words• I know that some words may have a similar pronunciation but may be written differently• I draw on the pronunciation of other similar known words to read unfamiliar words• I can read a good number of words on the year 3/4 word list		
Comprehension		
<ul style="list-style-type: none">• I can develop positive attitudes to reading and an increased understanding of what I have read• I enjoy reading a range of narratives and can compare similarities and differences between fictional books that I have read• I recognise words and language that show the setting of a book - historical, cultural or social• I explain why a writer has chosen to use specific words or language• I discuss meaning of specific or unusual words used by authors to create effects• I record words or language from reading to use in my own writing and can understand and discuss their meaning• I use the context of unfamiliar words to explain their meaning• I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries• I know that characters’ actions can tell the reader about their thoughts, feelings and motives• I infer characters’ thoughts, feeling and motives from their actions• I use clues from a text to predict what might happen next and can give reasons for my predictions• I ask questions to deepen my understanding of a text• I can give a personal response to a text and can listen others’ responses• I use evidence from a text to support my personal response• I can identify the theme of a fiction book• I know that there are different kinds of fiction and non-fiction books• I can use a non-fiction book to find and record information• I identify and explain how the organisation and layout of a text helps me understand it• I understand that narratives can have differently structured plots• I read different forms of poetry• I understand that there can be more than one interpretation of a poem• I watch and discuss performances of poems• I understand that the meaning of poems can be enhanced through performance• I can read poems aloud and to perform, showing understanding through intonation, tone, volume and action• I can sequence events in model texts• I can analyse the features of different text types with increasing awareness of why they have been used		



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Year 3		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none">• I can begin to carefully structure a wider range of text types• I can discuss models of writing in more detail, taking account of purpose and audience.• I can identify structure, grammatical, features and use of vocabulary for effect in texts.• I plan my writing by discussing and recording ideas	<ul style="list-style-type: none">• I can continue to use full stops, capital letters, exclamation marks and question marks accurately.• I can use a wider range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions in my writing (when, if, although, because)	Spelling <ul style="list-style-type: none">• I spell words with additional prefixes and suffixes and understand how to add them to root words (eg. super, anti, auto)• I spell correctly words families based on common words (eg. solve, solution, solver)• I can identify the root word in longer words



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<ul style="list-style-type: none">• I compose sentences using a wider range of grammatical structures (eg. using a wider range of coordinating and subordinating conjunctions).• I begin to organise and use paragraphs around a theme (supported by planning, then becoming independent).• In non-fiction writing I can use organisational devices such as headings and subheadings• I can write a narrative with a clear structure, setting, characters and plot.• In narrative writing I can write more developed resolutions and endings• I can make improvements by proposing changes to grammar and vocabulary to improve consistency (eg. accurate use of tenses and pronouns in sentences) in my own and other's work• I can evaluate my writing through self-assessment and by assessing my writing with my peers	<ul style="list-style-type: none">• I can recognise and use determiners 'a', 'an' and 'the' appropriately• I can use the perfect form of verbs instead of simple past (eg. he has worked hard, I have written it down)• I can use adverbs effectively in my writing• I use conjunctions, adverbs and prepositions to express time, place and cause (next, soon, so, before, after, during, because of)• I can use carefully selected ambitious vocabulary to add detail and engage the reader• I can add detail to my writing by using more adventurous expanded noun phrases before and after the noun and with the use of adverbials• I can use inverted commas for direct speech• I use apostrophes for possession with increasing accuracy including plural possession• I can use commas to mark clauses and phrases• I can use commas in a list• I can use subordinate clauses• I can maintain the correct tense in my writing	<ul style="list-style-type: none">• I recognise and spell additional homophones (eg. heel, heal, he'll, which, witch)• I can spell some identified commonly misspelt words from the Year 3 and 4 word list• I use the first two or three letters in a word to check its spelling in a dictionary <p>Handwriting</p> <ul style="list-style-type: none">• I can improve the legibility, consistency and quality of my handwriting• I use the diagonal and horizontal strokes needed to join letters• I understand which letters, when adjacent to one another, are best left unjoined and apply this to my own handwriting• I can use joined handwriting
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