

**Objectives for Year 3 Term 1**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b>                      Speak fluently in sentences and without hesitation                      Hold a conversation with peers and adults                      Disagree politely with peers</p> <p><b>Drama</b>                      Create atmosphere through the use of voice and movement</p>	<p><b>Word Reading</b>                      Read words with unfamiliar spelling patterns                      Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)                      Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b>Being a Reader</b>                      Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books                      Identify and remember common structural and language conventions in different text types                      Read for a range of purposes                      Retell stories, adding key details</p> <p><b>Reading Comprehension</b>                      Check that they understand the text they are reading and explain the meaning of words in context                      Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described                      Answer questions by referring back to the text                      Predict what may happen and explain using detail from the text                      Identify the key points in a text                      Use textual details to draw conclusions about characters, settings and events                      Explain the basic structures inherent in different text types (fiction and non-fiction)                      Select and explain favourite vocabulary choices                      Identify the author's purpose e.g. to inform, describe, entertain, share feelings</p>	<p><b>Planning, Composing and Evaluating</b>                      Generate ideas for their writing                      Use the structures, grammar and vocabulary of written texts to plan and write their own                      Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary                      Use headings and sub-headings                      Use ideas and content appropriate to the subject and text type                      Signal sequence, place and time to give coherence to writing                      Create settings using well chosen words and phrases                      Collect and use suitable vocabulary for a text                      Use expression, intonation and tone when reading aloud their writing                      Evaluate the work of others and suggest improvements                      Evaluate their work effectively and make improvements based on this                      Proof-read for spelling, grammar and punctuation errors                      Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 3)</p> <p><b>Grammar, Punctuation and Vocabulary</b>                      Use correct grammatical terminology when discussing their writing                      Use and understand the terms consonant and vowel                      Use a or an appropriately                      Recognise what a pronoun is                      Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them                      Recognise and explain what a</p>	<p><b>Spelling</b>                      Use a dictionary to check words                      Consolidate spelling patterns from Y2                      Investigate spelling patterns and conventions                      Spell words with the prefix pre-                      Spell words with the prefix sub-                      Spell words with the prefix ex-                      Spell two syllable words containing double consonants e.g. dinner                      Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener                      Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt                      Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women                      Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far                      Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><b>Handwriting and Presentation</b>                      Write with joined handwriting consistently                      Build keyboard skills to type, edit and redraft</p>

	<p>etc. Develop understanding by linking reading to other books or similar contexts</p> <p><b>Being a Researcher</b> Use library classification to find reference materials Take notes by summarising, deleting and substituting Retrieve, record and present information</p>	<p>conjunction is Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because Recognise direct speech and inverted commas Use direct speech and inverted commas</p>	
--	---	--	--

Objectives for Year 3 Term 2			
In addition to previous learning, pupils should learn how to...			
Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Annotate poems and stories and perform them Evaluate the effectiveness of others' performances Use discussion to organise roles within a group</p> <p><b>Drama</b> Create characters in an improvised drama</p>	<p><b>Word Reading</b> Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b>Being a Reader</b> Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and plays to read aloud and perform</p> <p><b>Reading Comprehension</b> Check that they understand the text they are reading and explain the meaning of words in context Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining</p>	<p><b>Planning, Composing and Evaluating</b> Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Plan and order texts logically Use paragraphs to group related material Create characters using well chosen words and phrases Experiment with layout when writing non-fiction texts Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 3)</p> <p><b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology</p>	<p><b>Spelling</b> Use a dictionary to check words Investigate spelling patterns and conventions Spell words with the ou spelling of the u sound e.g. young, touch, double Spell words with the prefixes in-, il-, im- and ir- Spell words with the prefix dis- Spell words with the prefix mis- Spell words with the prefix re- Spell words with the prefix de- Spell words with the prefix over- Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><b>Handwriting and Presentation</b> Make the move from pencil to pen in their handwriting Build keyboard skills to type, edit and redraft</p>

	<p>situations that are described</p> <p>Answer questions by referring back to the text</p> <p>Predict what may happen and explain using detail from the text</p> <p>Identify the key points in a text</p> <p>Use textual details to draw conclusions about characters, settings and events</p> <p>Explain the basic structures inherent in different text types (fiction and non-fiction)</p> <p>Identify basic language features inherent in different text types (fiction and non-fiction)</p> <p>Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</p> <p>Develop understanding by linking reading to other books or similar contexts</p> <p><b>Being a Researcher</b></p> <p>Use library classification to find reference materials</p> <p>Take notes by summarising, deleting and substituting</p> <p>Retrieve, record and present information</p>	<p>when discussing their writing</p> <p>Explore word families based on common words</p> <p>Identify adverbs</p> <p>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</p> <p>Use inverted commas</p> <p>Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)</p>	
--	--	--	--

Objectives for Year 3 Term 3			
In addition to previous learning, pupils should learn how to...			
Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b></p> <p>Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion</p> <p>Evaluate the effectiveness of others' presentations</p> <p>Discuss a wider range of feelings and emotions</p> <p><b>Drama</b></p> <p>Devise and act in plays showing character through voice and movement</p>	<p><b>Word Reading</b></p> <p>Read words with unfamiliar spelling patterns</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b>Being a Reader</b></p> <p>Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books</p>	<p><b>Planning, Composing and Evaluating</b></p> <p>Generate ideas for their writing</p> <p>Use the structures, grammar and vocabulary of written texts to plan and write their own</p> <p>Use their imagination to write engaging texts</p> <p>Plan and organise texts logically</p> <p>Create a coherent plot in a story</p> <p>Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary</p> <p>Use paragraphs to group related material</p>	<p><b>Spelling</b></p> <p>Use a dictionary to check words</p> <p>Investigate spelling patterns and conventions</p> <p>Spell words with the prefix inter-</p> <p>Spell words with the prefix super-</p> <p>Spell words with the prefix anti-</p> <p>Spell words with the prefix auto-</p> <p>Spell words with the suffix -ation</p> <p>Spell words with the prefix non-</p> <p>Spell words with the prefix co-</p> <p>Spell the words centre, century, certain, consider, enough, famous, forward(s),</p>

	<p>Identify and remember common structural and language conventions in different text types</p> <p>Read for a range of purposes</p> <p>Retell fairy stories or folk tales focusing on the theme</p> <p>Use dictionaries to check word meanings</p> <p><b>Reading Comprehension</b></p> <p>Check that they understand the text they are reading and explain the meaning of words in context</p> <p>Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described</p> <p>Answer questions by referring back to the text</p> <p>Predict what may happen and explain using detail from the text</p> <p>Identify the key points in a text</p> <p>Use textual details to draw conclusions about characters, settings and events</p> <p>Explain the purpose of structural features</p> <p>Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</p> <p>Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</p> <p>Develop understanding by linking reading to other books or similar contexts</p> <p><b>Being a Researcher</b></p> <p>Use library classification to find reference materials</p> <p>Take notes by summarising, deleting and substituting</p> <p>Retrieve, record and present information</p>	<p>Use language to create an effect e.g. creating a mood</p> <p>Use expression, intonation and tone when reading aloud their writing</p> <p>Evaluate the work of others and suggest improvements</p> <p>Evaluate their work effectively and make improvements based on this</p> <p>Proof-read for spelling, grammar and punctuation errors</p> <p>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 3)</p> <p><b>Grammar, Punctuation and Vocabulary</b></p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Create new nouns using prefixes</p> <p>Identify prepositions</p> <p>Use prepositions to express time, cause and place e.g. before, after, during, in, because of</p> <p>Use prepositional phrases to add detail to sentences</p> <p>Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</p> <p>Understand what a main clause is</p> <p>Identify simple and compound sentences</p>	<p>grammar, length, notice, strange, strength, though, although, thought, through</p> <p>Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</p> <p>Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><b>Handwriting and Presentation</b></p> <p>Write with joined handwriting in pen consistently</p> <p>Develop fluency in typing</p>
--	---	--	--