

Roundswell Community School Primary Academy

Year 3 Literacy Curriculum Overview

Area	Key Focus/ Objectives
<p>Reading Comprehension</p> <p>(Guided reading Shared reading/interrogating a text)</p>	<p>Decoding/word reading-</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words pupils meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension:</p> <ul style="list-style-type: none"> • Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. • Develop reading responses so that children can express their thoughts and feelings, referring to the text to support their views. • Read for a range of purposes, using texts that are structured in different ways • Use dictionaries to investigate the meaning of new vocabulary • Identify myths and conventions in a wide range of books • Discuss the words and phrases that capture the reader's interest and imagination • In guided reading, discuss understanding in further depth, checking the text makes sense and explaining the meaning of words in context. Encourage pupils to ask questions to improve their understanding of a text. • When answering a range of questions, refer back to the text • Retell the main points of a story in sequence; evaluate stories and explain preferences, including authors • Begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise these • Use the layout of non-fiction to support location of information • Identify how language, structure and presentation contribute to meaning • Look at how an author uses short sentences for effect • Retrieve and record information from non-fiction
<p>Writing Composition</p> <p>Planning Drafting Evaluating Editing</p>	<ul style="list-style-type: none"> • Immerse and interrogate texts that teach, learning from its structure, vocabulary and grammar. • Discuss and record initial ideas, using mind maps, flow diagrams or other visual layout • Apply what they know about form and purpose to decide what will make their writing effective • Link with 'warm up a sentence' to compose and rehearse sentences orally, progressively building a varied and rich vocabulary as well as an increasing range of sentence structures. • Use specific vocabulary, varying nouns verbs and adjectives for impact • Use descriptive language to establish a specific setting in writing • Organise paragraphs around a theme and demonstrate clear sections in different forms of writing • Use conjunctions to begin to create more complex sentences with a subordinate clause • Opening and closing sentences are signaled • Assess the effectiveness of their own and other's writing and suggest improvements using the success criteria • Propose changes to grammar and vocabulary to improve consistency • Proof read for spelling and punctuation errors

<p>Grammar, Vocabulary and Punctuation</p>	<ul style="list-style-type: none"> • Compose and rehearse sentences orally (warm up a sentence), so children can continue to use auditory skills to progressively build up varied language choices, as well as extending sentences with an understanding of grammatical sense. • Use warm up a sentence to identify errors and suggest alternative constructions. Experiment with deleting words in sentences to see which are essential in retaining meaning. • Investigate how sentences can be joined in more complex ways, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although, since • Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said</i>) • Identify verbs in sentences and build a bank of powerful verb choices. • Use tenses consistently (past, present, imperative) • Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition and ensure there is a grammatical agreement in speech and writing of pronouns and verbs (e.g. I am, we are etc) in Standard English. • Expressing time and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>, or prepositions (e.g. <i>before, after, during, in, because of</i>) • Continue to use inverted commas (speech marks) around the words of a speaker in direct speech combined with other dialogue punctuation. Explore reported clauses and synonyms for 'said'. • Use commas to separate items in a list and become aware of commas in marking grammatical boundaries/ clauses within sentences. 	<p>word family conjunction adverb preposition conjunction direct speech inverted commas (or "speech marks") prefix clause subordinate clause apostrophe verb tense (past, present) commas synonym</p>
<p>Spelling</p>	<p>(Use spelling teaching sequence, elements of Letters and Sounds' and spelling overview- see attachment) (Use spelling teaching sequence, Letters and Sounds for those that need phases and spelling overview- see attachment)</p> <ul style="list-style-type: none"> • Develop a range of personal strategies for learning new and irregular words • Develop a range of personal strategies for spelling at the point of composition • Develop a range of personal strategies for checking and proof reading spellings after writing • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often mis-spelt (pick up tricky words from children's work) as well as those from relevant word lists • Place the possessive apostrophe accurately in words with regular and irregular plurals • Use the first two or three 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 <p>Proof read for spelling errors</p>	
<p>Handwriting and Presentation</p> <p>Developing Skills Book 2</p>	<ul style="list-style-type: none"> • Consolidate the three p's (pen hold, paper position, posture) to ensure children are ready to write (as well as identify those left handed). • Practise handwriting in conjunction with spellings where possible. • Recognise which letters are break letters and are best left unjoined. • Consolidate and practise the four basic joins demonstrated through Nelson, to join handwriting. <ul style="list-style-type: none"> -diagonal joins to letters without ascenders (e.g. <i>ap, ar, an</i>), -diagonal joins to letters with ascenders. (e.g. <i>th, ht</i>), -horizontal joins to letters without ascenders (e.g. <i>wra, wri,)</i> -horizontal joins to letters with ascenders (e.g. <i>ll, tt, rr. nn, mm, ss, ee</i>) -practise writing descenders and ascenders in proportion. • To build up fluency and legibility through practise. 	
<p>Oracy</p>	<ul style="list-style-type: none"> • Listen with sustained concentration to all speakers, following up the points of others, showing whether they agree or disagree in group and whole class discussions • Continue to establish and expect 'Talk for Maths' principles within the class • Explain or give reasons to support their views and choices • Develop an enquiring mind, asking questions readily to extend their thinking. 	

	<ul style="list-style-type: none">• Using an audible voice, confidently describe and reflect upon feelings, experiences and relationships• Explain and discuss their understanding of topics, describing relevant points.• Explain processes or present information, ensuring relevant details are included and sequenced, as well as exploring how to end effectively• Appreciate different viewpoints• Be able to use their sense personal indignation to speak up for others• Compose and rehearse sentences orally (warm up a sentence), so children can progressively build up a rich and varied language
Drama	<ul style="list-style-type: none">• Use some drama strategies and conventions to explore stories and issues.• Present characters and events through dialogue to engage the interest of an audience.• Identify and discuss qualities of others' performances.• Be able to participate in conflict resolution