



Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world

The English Curriculum K&S at St. Teresa's Catholic Academy – Year 3

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Speak fluently in sentences and without hesitation Hold a conversation with peers and adults</p> <p>Drama Create atmosphere through the use of voice and movement</p>	<p>Word Reading 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>Being a Reader 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>Reading Comprehension Check that they understand the text they are reading and explain the meaning of words in context 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</p>	<p>Planning, Composing and Evaluating 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 Write an opening to grab the reader Use powerful verbs for action 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</p>	<p>Spelling Use a dictionary to check words Consolidate spelling patterns from Y2 Investigate spelling patterns and conventions Spell common homophones e.g. fair/fare, break/brake 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 with the -ture ending Spell words with the -sure ending 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>

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 etc.
Develop understanding by linking reading to other books or similar contexts

Grammar, Punctuation and Vocabulary
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 and explain what a 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

Handwriting and Presentation
Write with joined handwriting consistently

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Annotate poems and stories and perform them Evaluate the effectiveness of others' performances Use discussion to organise roles within a group</p> <p>Drama Create characters in an improvised drama</p>	<p>Word Reading 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>Being a Reader 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>Reading Comprehension Check that they understand the text they are reading and explain the meaning of words in context 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</p>	<p>Planning, Composing and Evaluating 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 original similes Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market Add adjectives of condition e.g. rusty 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</p>	<p>Spelling 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 prefix dis- Spell words with the prefix mis- Spell words with the prefix re- Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey 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>Handwriting and Presentation Write with joined handwriting consistently</p>

Use textual details to draw conclusions about characters, settings and events
Explain the basic structures inherent in different text types (fiction and non-fiction)
Identify basic language features inherent in different text types (fiction and non-fiction)
Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.
Develop understanding by linking reading to other books or similar contexts
Retrieve, record and present information

Grammar, Punctuation and Vocabulary
Use correct grammatical terminology when discussing their writing
Explore word families based on common words
Identify adverbs
Use adverbs to express time, place and cause e.g. then, next, soon, therefore
Use inverted commas
Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion Evaluate the effectiveness of others' presentations Discuss a wider range of feelings and emotions</p> <p>Drama Devise and act in plays showing character through voice and movement</p>	<p>Word Reading 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>Being a Reader 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 fairy stories or folk tales focusing on the theme Use dictionaries to check word meanings</p> <p>Reading Comprehension Check that they understand the text they are reading and explain the meaning of words in context 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</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Use their imagination to write engaging texts Plan and organise texts logically Create a coherent plot in a story Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use paragraphs to group related material Use expression, intonation and tone when reading aloud their writing Set a mood Use onomatopoeia Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate 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</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Spell -gue and -que words (French origin) e.g. tongue, antique Spell words with the suffix -ly Spell words where the k sound is spelt ch (Greek origin) e.g. chorus Spell words where the s sound is spelt sc (Latin origin) e.g. scene Spell the words centre, century, certain, consider, enough, famous, forward(s), grammar, length, notice, strange, strength, though, although, thought, through 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>Handwriting and Presentation Write with joined handwriting in pen consistently</p>

Use textual details to draw conclusions about characters, settings and events
Explain the purpose of structural features
Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation

Create new nouns using prefixes
Identify prepositions
Use prepositions to express time, cause and place e.g. before, after, during, in, because of
Use prepositional phrases to add detail to sentences
Use have or has before a verb to create the 'present perfect form'
Understand what a main clause is