

Year Three English Curriculum

Knowledge progression	Grammar	Punctuation	Text and composition	Spelling	Handwriting
Autumn	Revision of Year Two - Understand that a simple sentence contains a noun, verb and 'one complete idea'. - Write sentences with different forms: statement, question, exclamation, command. - Use some co-ordinating conjunctions (or, and, but,) - Use some subordinating conjunctions (when, if, that, because). - Begin to understand that when they use a co-ordinating conjunction to	Revision from Year Two - Use capital letters for names, days of the week and for the personal pronoun I. - Use full stops and capital letters accurately. - Use question marks and exclamation marks. - Use commas to separate items in a list. - Use apostrophes for contractions.	Revision from Year Two - Begin to use cohesive devices to link ideas between sentences. to explain (e.g. because, as). to order (e.g. next, then, after). use of pronouns (e.g. he, she, it) - Make simple additions, revisions and corrections to their own writing with the teacher and other pupils. Year Three - Plan his/her writing by discussing and recording ideas within a given structure.	Revision of Year Two - words using taught split diagraphs e.g. 'a-e', 'e-e', 'i-e', 'o-e', 'u-e' • Common exception words. - Division of words into syllables - Revision of adding suffixes e.g. -ing, as in hunting, buzzing, jumping -ed, as in hunted, buzzed, jumped – -er and -est to adjectives, as in grander, grandest Including the rule – double the consonant after a short vowel sound	Revision of Year Two - Forming capital letters correctly ensuring they are bigger than other letters. First join; un um ig id ed eg an or ing ung Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk Third join; od pg re ve oon oom Fourth join; wl vl of ff fl flo - Practise the break letter x

Year Three English Curriculum

	join two main clauses that they are writing a compound sentence. - Use present and past tense mostly correctly. Year Three - Be able to identify nouns, verbs, adjectives and simple adverbs in a sentence. - With support from word banks etc add detail to their sentences (e.g. adjectives and adverbs) - Begin to learn the terms synonym and antonym.			e.g. patting, digging - Add suffixes including -ment, -ness, -ful, -less, -ly /s/ spelt with a soft c after e,i,y Year Three - the /i/ sound spelled with a 'y' • the un-, dis and mis- prefixes - the /ai/ sound spelled 'ei', 'eigh' or 'ey' - the /u/ sound spelled 'ou' - Be able to use the first two or three letters of a word to check its spelling in a dictionary or find a word in a thesaurus	
Spring	Be able to identify prepositions and	Revision of apostrophes for possession (singular)	Use WAGOLs in order to understand and learn from	Revision of year Two - Contractions - Silent letters	Further practise of the four handwriting

Year Three English Curriculum

	conjunctions in a sentence. • Use the determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • Begin to understand the term 'main clause'. • Begin to use a wide range of subordinating conjunctions (BOYS). • Begin to use a wider range of subordinating conjunctions (I SAW A WABUB) • Use similes and alliteration in their writing.	• Consolidate use of commas in a list, question marks and exclamation marks. • Begin to use commas after an adverbial e.g. Secondly, pour the milk. • Begin to use inverted commas for speech.	their structure, vocabulary and grammar. • Use cohesive devices to: - order and link paragraphs (e.g. secondly, meanwhile, finally). -to explain (e.g. as, when, since). - to change or to say the opposite or to compare (e.g. such as, but, on the other hand). • Understand how a range of adverbs (e.g. time, manner and place) can be used to add precision and detail to their sentences drawing inspiration from texts they have read.	• Words ending in le/el/al • Edge/ge/g sound Year Three • Homophones • Common exception words • the prefix re • prefix super- • the prefixes anti- and sub • prefix auto- • prefix inter- • Be able to use the first two or three letters of a word to check its spelling in a dictionary or find a word in a thesaurus.	joins in ine ut ute ve vi ok oh sh as es (practising two ways of joining the letter s) ri ru ry (practising joining from the letter r) oa ad as (practising joining to and from the letter a) ee ea ed (practising joining from the letter o) ky hy ly (practising joining to the letter y)
--	---	--	---	---	--

Year Three English Curriculum

			• Use appropriate structures in non fiction texts (e.g. specific layout devices like headings and sub headings to aid presentation. • Begin to draft and write by organising writing into paragraphs as a way of grouping related material • Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and		
--	--	--	---	--	--

Year Three English Curriculum

			apostrophes mostly correctly		
Summer	• Use the present or past tense throughout a longer piece of writing consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. • Identify word families based on common	• Use inverted commas for speech accurately (can be missing commas after reported clause). • Use a full range of KS1 punctuation in a lengthy piece of writing e.g. full stops, capital letters, commas for lists, apostrophes for contractions and singular possession, exclamation marks and question marks.	• Begin to make more independent language choices (e.g. adjectives, adverbs, prepositions). • Understanding when and why to start a new paragraph. • Draft and write in narratives, creating settings, characters and plot (a clear beginning, middle and end). • Edit their own and other's writing with growing confidence. • Evaluate the effectiveness of their own writing	• Revision of year Two • /s/ as in television • 'tion' as in friction and motion Year Three • Common exception words • Homophones • Contractions i before e except after c rule. • the -ly suffix • suffixes -ally and ation • in- and il prefixes • im- and irprefixes • Be able to use the first two or three letters of a word to check its spelling in a	• ha ta fa (practising joining to the letter a) od oo og (practising joining from the letter o) er ir ur (practising joining to the letter r) ai al ay o you oi re oe fe (practising the horizontal join to the letter e) fu wu vu (practising the horizontal join to the letter u) ot ol ok (practising joining to ascenders) ai al ow ol (practising all the joins)

Year Three English Curriculum

	root words e.g. solve, solution, solver, dissolve, insoluble		explaining language choices made.	dictionary or find a word in a thesaurus.	
Key terminology: word family, conjunction, adverb, preposition, direct speech, inverted commas (or “speech marks”), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause, main clause					
Performance: • Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action • Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear • Participate in discussions, presentations, performances, role play/improvisations and debates					
Other guidance: During the beginning of Year 3, children should continue to orally ‘rehearse’ their sentences ahead of writing independently and throughout the year show evidence of applying their knowledge of language and its structures gained from reading. Their independent writing should demonstrate the ability to punctuate sentences accurately and to use spelling strategies drawn from their growing phonic knowledge, taught rules and sight vocabulary. Throughout the year they will learn more about the ways in which words and sentence structure can be extended, manipulated and linked in specific ways to suit context, purpose and audience. They will also learn how the use of planning devices can support the development of more extended pieces of writing in which ideas can be linked coherently. Children should be given ample opportunity to read their writing aloud and discuss its effectiveness with other pupils.					