

## YEAR 3 ENGLISH MEDIUM TERM PLAN

	Grammar	Punctuation	Text and Composition	Spelling	Handwriting
<b>Autumn</b>	<p>Revision of year 3</p> <ul style="list-style-type: none"> <li>Understand that a simple sentence contains a subject, verb and 'one complete idea' and that we can use the term 'main clause'.</li> <li>understand that a compound sentence is two or more main clauses joined by a co-ordinating conjunction. FANBOYS.</li> <li>Be able to identify nouns, verbs, adjectives, conjunctions and simple adverbs in a sentence.</li> <li>With support from word banks etc add detail to their sentences (e.g. adjectives and adverbs)</li> <li>Use similes and alliteration in their writing.</li> </ul>	<p>Revision of year 3</p> <ul style="list-style-type: none"> <li>Use capital letters for names, days of the week and for the personal pronoun I.</li> <li>Use of capital letters, full stops, question marks, exclamation marks and commas in a list.</li> <li>Inverted commas for direct speech.</li> <li>Apostrophes for contractions and for singular possession.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain accurate tense throughout a piece of writing.</li> <li>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary.</li> <li>Use WAGOLLS in order to understand and learn from their structure, vocabulary and grammar.</li> <li>Draft and write in narratives, creating settings, characters and plot (a clear beginning, middle and end).</li> <li>Use appropriate structures in non-fiction texts (e.g. specific layout devices like headings and sub-headings to aid presentation.</li> </ul>	<p>Revision of year 3</p> <ul style="list-style-type: none"> <li>Adding suffixes: ed, ing, er, est, ment, ful, ness, less (doubling the consonant if there is a short vowel sound)</li> <li>Plurals and the associated rules</li> <li>i before e except after c rule.</li> <li>Silent letters</li> <li>Contractions and missing apostrophes</li> <li>sion and -tion endings</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Common exception words</li> <li>Homophones</li> <li>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.</li> </ul>	<p>Revision of year 3</p> <p>sh as es ri ru ry oa ad as ee ea ed ow ov ox ky hy ly ha ta fa od oo og er ir ur ai al ay you oi re oe fe fu wu vu ot ol ok ai al ow ol</p>
<b>Spring</b>	<ul style="list-style-type: none"> <li>Begin to understand the difference between a main</li> </ul>	<ul style="list-style-type: none"> <li>Use of inverted commas with increasing precision e.g. - new speaker, new line</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing and recording ideas.</li> <li>Use a wider range</li> </ul>	<ul style="list-style-type: none"> <li>ssion endings</li> <li>ation suffix</li> <li>-cian endings</li> <li>ous endings</li> </ul>	<p>ning ping ting oc od oo ake ome are fla flo fle who wha whe</p>

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	<p>clause, subordinate clause and a phrase.</p> <ul style="list-style-type: none"> <li>• Begin to understand what determiners, pronouns and adverbial phrases are.</li> <li>• Understand that a complex sentence is a sentence which contains one main clause and one or more subordinate clauses.</li> <li>• Use a range of fronted adverbials (TRAMP)</li> <li>• Using subordinating clauses during the beginning or end of their complex sentences to extend their ideas.</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.</li> <li>• Develop their understanding of the terms synonym and antonym.</li> </ul>	<ul style="list-style-type: none"> <li>- punctuation inside the closing inverted comma</li> <li>- Punctuation after the reported clause at the start.</li> <li>• Commas after a fronted adverbial (e.g. Later that day, I heard the bad news.)</li> <li>• Begin to use apostrophes to mark plural possession (e.g. the girl's name, the boys' boots).</li> </ul>	<p>of cohesive devices:</p> <ul style="list-style-type: none"> <li>- to order sentences (e.g. secondly, meanwhile, finally).</li> <li>- to explain (e.g. as, when, since, due to the fact that).</li> <li>- to say the opposite or to compare (e.g. but, on the other hand, whereas, however, although).</li> <li>- to add information (e.g. also, in addition).</li> <li>- use of pronouns (e.g. he, she, it)</li> <li>• Create more detailed settings, characters and plot in narratives to engage a reader.</li> <li>• Organise writing into paragraphs understanding why a new paragraph is needed.</li> <li>• Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for</li> </ul>	<ul style="list-style-type: none"> <li>• /k/ sound spelled 'ch'</li> <li>• /s/ sound spelled 'c'</li> <li>• -ture /-sure endings</li> <li>• Unstressed vowels</li> <li>• Common exception words</li> <li>• Homophones</li> <li>• 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.</li> </ul>	<p>ie in il inly ky ny ap ar an ick uck ack</p>
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			fronted adverbials		
<b>Summer</b>	<ul style="list-style-type: none"> <li>Be able to identify in a sentence: nouns, verbs, adjectives, conjunctions, determiners; pronouns and adverbials.</li> <li>Writing simple, compound and complex sentences correctly beginning to understand the difference.</li> <li>Punctuate connecting adverbs if they link ideas in two or more sentences (e.g. The school bus arrived. Therefore, I climbed aboard.)</li> </ul>	<ul style="list-style-type: none"> <li>Secure understanding of apostrophe use.</li> <li>Consolidate the use of inverted commas and associated punctuation.</li> <li>Use commas to mark phrases with increasing accuracy.</li> <li>To consistently apply the taught punctuation so far. E.g full stops, capital letters, commas in a list, exclamation marks, question marks, apostrophes for contraction/possession, inverted commas, commas for adverbial phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs consistently to organise their writing.</li> <li>Choose vocabulary carefully to create specific effects e.g. building atmosphere or tension.</li> <li>Increase stamina of writing by writing at increasingly more length.</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> <li>Homophones</li> <li>sh/ sound spelled 'ch'</li> <li>-gue endings</li> <li>-que endings</li> <li>/s/ sound</li> <li>spelled 'sc'</li> <li>words with the prefixes un-, dis-, mis- and re</li> <li>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.</li> </ul>	he we re fte fir fin wra wri kni ii ll tt rr nn mm cc oo dd ss ff ee ew ev ex th ht fl ac ag af
<b>Key terminology:</b> determiner, conjunction, adverb/adverbial, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, clause, subordinate clause, main clause, pronoun, possessive pronoun, subordinating conjunction, co-ordinating conjunction					
<b>Performance:</b> <ul style="list-style-type: none"> <li>Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul>					
<b>Other guidance:</b>  Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the					

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curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. There should be opportunities to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Pupils should be using joined handwriting throughout their independent writing.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].