

Year 3 English

In the Spring term your child will learn about the following:

Term	Reading	Writing			Speaking and listening	
	Word reading Comprehension	Spelling	Handwriting	Composition		Grammar
Spring 1 Topic Invaders & Settlers RE Journeys/ Listening & Sharing SCIENCE Light	<p><i>Throughout all terms children should use their knowledge of root words to use prefixes and suffixes to read new words</i></p> <p>Whole class reading: Reading a range of adventure and mystery stories and non-fiction texts</p> <p>Guided reading: Text based on topic. Identifying main ideas from text as whole and parts</p> <p>Individual reading: Books taken home and child read with at school at least once a week children should continue to use dictionaries but also discuss texts making inferences</p>	Spellings following sounds: -ea -ea -ear - ai Topic words	Join words and understand which letters are best left unjoined Increase legibility, consistency and quality of handwriting	<p>(Information texts and poetry)</p> <ul style="list-style-type: none"> Organise paragraphs dependent upon genre e.g – narrative: setting, characters, climax etc and non-fiction – using headings and sub-headings Continue to plan writing through writing key vocabulary and key ideas Continue to review own work by looking at each sentence and making amendments to spellings, punctuation and grammar. Teacher to dictate spoken word and children to write. Write shape poetry Write information texts based on a Roman soldier 	Introduction to paragraphs Using paragraphs to group related material Identifying headings and sub-headings	<p><i>Throughout each term each child will have the opportunity to:</i></p> <p>Listen to and discuss a wide range of fiction, non-fiction, poetry and plays</p> <p>Retell a range of stories orally</p> <p>Read aloud own writing using intonation</p>
Spring 2 Topic Countries and cultures RE Listening & Sharing/ Giving all SCIENCE Plants	<p>Whole class reading: Different stories by same author, non-fiction texts and poetry; discussing different forms of poetry</p> <p>Guided reading: Text based on topic, children should note language that interests the reader and begin to discuss the impact</p> <p>Individual reading: books taken home and child read with at school at least once a week children should continue to use dictionaries but also discuss texts making inferences</p>	Spellings with plurals Wk 1: plurals Wk 2: plurals Wk 3: plurals Wk 4: plurals Wk 5: ly Wk6: Topic words		<p>(narrative and information texts)</p> <ul style="list-style-type: none"> CT to dictate spoken word and children to write. Continue to plan writing through writing key vocabulary and key ideas Continue to review own work by looking at each sentence and making amendments to spellings, punctuation and grammar. Begin to peer assess noting high points and giving suggestions to improve language and grammar Continue to organise paragraphs dependent upon genre e.g – narrative: setting, characters, climax etc and non-fiction – using headings and sub-headings 	Writing in past tense Identifying the use of the perfect form of verbs to mark relationships of time and cause Using the perfect form of verbs to mark relationships of time and cause Choosing the right tense to write in	

