

Frittenden CEP School
Year 3 English Progression of Skills

<p>Spoken Language</p> <ul style="list-style-type: none"> *listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play/improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication 	<p>Text types</p> <ul style="list-style-type: none"> -Myths and legends -Folk tales -Reference books -Textbooks -Dictionaries -Non-fiction texts with contents and index pages -Plays -Letters -Diary -Instructions -Poetry (free verse, narrative poetry) 	<p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> *form nouns using a range of prefixes, e.g. super-, anti-, auto- * use 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box * understand word families based on common words, showing how words are related in form and meaning, e.g. solve, solution * express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions, e.g. before, after, during, in, because of * understand paragraphs as a way to group related material *understand how headings and sub-headings aid presentation * use 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' * begin to use inverted commas to punctuate direct speech <p>Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (Formally introduce time adverbs (rather than time words)</p>
<p>Word Reading</p> <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading Comprehension</p> <p><i>Develop positive attitudes to reading, and an understanding of what they read.</i></p> <ul style="list-style-type: none"> *discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * read books that are structured in different ways and read for a range of purposes * use dictionaries to check the meaning of words that they have read * increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identify themes and conventions in a wide range of books * prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>Writing: Composition, Cohesion and Effect</p> <p><i>Write in a range of genres/forms, taking account of different audiences and purposes.</i></p> <p>Planning</p> <ul style="list-style-type: none"> *compose and rehearse sentences orally, using a range of sentence structures *rehearse dialogue *discuss and record ideas *identify key features in similar texts (structure, vocabulary and grammar) *make decisions about how the plot will develop <p>Drafting and writing</p> <p>Narrative</p> <ul style="list-style-type: none"> *create settings, characters and plot * identify a clear structure for the story (opening, dilemma, resolution, ending) * write an effective ending for a story * organise paragraphs around a theme * use range of sentence structures * begin to use figurative language * use some detail in the description of setting or characters' feelings or motives * use dialogue to reveal detail about character/ move the 	

* discuss words and phrases that capture the reader's interest and imagination

* recognise some different forms of poetry

In books read independently:

* check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

* ask questions to improve their understanding of a text

* draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

* predict what might happen from details stated and implied

* identify main ideas drawn from more than 1 paragraph and summarise these

* identify how language, structure, and presentation contribute to meaning

* retrieve and record information from non-fiction

* participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

narrative forward

* attempt to adopt a viewpoint

* imitate authorial techniques gathered from reading narrative

Poetry

* write poems using the features of poetic forms studied

Non-narrative

* use simple organisational devices in non-narrative material, e.g. headings

* make notes from several sources of information and turn them into sentences

* group information, often moving from general to more specific detail

* begin to use paragraphs to group related materials

* use organisational devices to aid conciseness, e.g. numbered lists or headings

* attempt to adopt a viewpoint

* imitate authorial techniques gathered from reading

* select and use formal and informal styles and vocabulary appropriate to the purpose/reader

Proof-reading, editing and evaluating

* proof-read for spelling and punctuation errors

* evaluate and edit by proposing changes to vocabulary to improve consistency, showing awareness of the reader

* evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements

Presenting

* read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear