

Year 3 Objectives for Planning

Spelling

- use the prefixes un-, dis-, mis-, re-, pre-.
- add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- use the suffix -ly.
- spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- spell words with endings which sound like 'zhun' e.g. division, decision.
- spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.
- spell words that are often misspelt.
- spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym.
- spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- use the first two or three letters of a word to check its spelling in a dictionary.
- write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Handwriting

- use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.

Composition

- plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.
- plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and re-edit it.
- rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.
- use paragraphs to organise my writing so that blocks of text group related material.
- draft and write descriptive work that creates settings, characters and plots.
- draft and write material, such as instructions, using headings and sub-headings to organise my work.
- re-read my work to improve it for my audience
- re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.

- proof-read my work by reading aloud and putting in full stops. also add apostrophes, commas, question marks, exclamation marks and speech marks where needed.
- read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Vocabulary, Grammar and Punctuation

- create new words using a range of prefixes including super-, anti-, auto-.
- understand when to use 'a' or 'an' in front of a word.
- identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.
- talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.
- use paragraphs.
- use headings and sub-headings.
- use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.
- use speech marks correctly.
- understand what the following words mean: preposition, conjunction, word family, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.

Reading

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.
- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and performing play scripts.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.
- Understand what he/she reads by asking questions to improve his/her understanding of a text.
- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what he/she reads by predicting what might happen from details stated.

- Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these..
- Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including,
- paragraphs, headings, sub-headings, and inverted commas to punctuate speech.
- Retrieve and record information from non-fiction.
- Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

Speaking and Listening

- Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.
- Discuss words and phrases that capture the reader's interest and imagination.
- Ask questions to improve his/her understanding of a text.
- Participate in discussion about books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
- Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures with reference to English Appendix 2.
- Read aloud his/her own writing using appropriate intonation and controlling tone and volume so that the meaning is clear.