

English Steps in Learning

** To be read alongside the long term text overview and medium term plans*

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language	I can sequence and communicate ideas in an organised and logical way, always using complete sentences. I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. I take a full part in paired and group discussions. Show understanding of the main points in a discussion			I can retell a story using narrative language and add relevant detail. I can show that I have listened carefully because I make relevant comments. I can present ideas or information to an audience. I recognise that meaning can be expressed in different ways, depending on the context. I can perform poems from memory adapting expression and tone as appropriate. I show that I know when Standard English is required and use it (beginning).		
Phonics/ Spelling	I can use further suffixes and prefixes and know how to add them. I can spell further homophones. I can spell words that are often misspelt. (English Appendix 1) I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and irregular plurals (e.g. children's).			Use the first 1 or 2 letters of a word to check its spelling in a dictionary. (and our spelling knowledge organiser) I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
	Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey) Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Homophones Prefixes 'mis-' and 're-' words from statutory and personal spelling lists	The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin) From Year 2: suffixes '-ness' and '-ful' following a consonant Prefixes 'sub-' and 'tele-' From Year 2: apostrophe for contraction Use correctly apostrophe for missing letters. words from statutory and personal spelling lists	Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly' Prefixes 'super-' and 'auto-' Words with the /k/ sound spelt 'ch' (Greek in origin) Suffix '-ly' with root words ending in 'le' and 'ic' Proofreading words from statutory and personal spelling lists	homophones Rare GPCs (/ɪ/ sound) The /ʌ/ sound spelt 'ou' Words ending /ɜə possessive apostrophe with singular proper nouns Use correctly possessive apostrophe Learn Strategies for learning words: statutory and personal spelling lists -recognise and spell additional homophones from the Y3 list	The /g/ sound spelt 'gu' Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') Words with endings sounding like /tʃə/ spelt '-ture' words from statutory list that need further learning	Words with the /s/ sound spelt 'sc' (Latin in origin) Prefixes 'anti-' and 'inter-' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Endings that sound like /ʃən/ spelt 'sion' Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
Reading (Decoding)	I can read and understand tricky words with unusual spellings and identify the difficult bits inside them. I can read aloud and silently, using what I know about how words work and are built from chunks of meaning to help me understand what I am reading.			I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words		
Reading (Comprehension)	I can read for a wide range of purposes from a wide range of texts. (Fiction, non-fiction, poetry, reference books, text books) I can identify how stories and other different texts work, including themes like quests or the triumph of good over evil. I can spot some conventions like chapters in fiction, and headings and diagrams in non-fiction. I can become familiar with a wide range of books, including fairy stories, myths and legends and can retell some of these orally.			V - I can pick out and talk about words and phrases from my reading that caught my attention and made me think. I am starting to explain the meaning of new words using the context. I - I can pick up clues the writer has given me to help work out why characters do and say the things they do and I can explain how I worked this out. Justify responses to the text using the PE prompt (Point + Evidence).		

I can name some stories I have read, say what type of stories they are and tell some of them in my own words.
 I can prepare and perform play scripts and poems and hold my audience's attention by the way I perform them.
 I can recognise some different types of poem and explain how they work and how they are different from each other. (e.g. free verse, narrative poetry)
 I can listen to myself and check that my reading makes sense, checking the meaning of unfamiliar words as I go and working out what they mean in their particular context.
 I can check the meaning of an unfamiliar word in the dictionary and use what I find out to make sense of my reading.
 I can pose questions for myself as I read and continue reading to find the answers to them.
 I can discuss what I have heard or read, taking turns and listening to what others say.
 I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes for myself so I remember the information I learned.

P - I can say what I think is going to happen next in a story based on what has happened so far and hints the writer has given me.
 E- I can identify language, structure and presentation features in a text that help me understand what the writer wants me to understand. I can see how language, structure and presentation contribute to meaning.
 R- Retrieve and record information effectively from non-fiction.
 S - I can identify what the main ideas in a longer text are and sum them up in a few sentences. Sequence the main events in stories, orally and in note/picture form.

Writing (Features of Writing)

I can use varied and carefully selected vocabulary.
 With support, I can organise paragraphs around a theme, change of time or locaton.
 I can create settings, characters and plot in narratives.
 I can use simple organisational devices in non-narrative (e.g. headings & sub-headings)
 I can extend my range of sentences with more than one clause by using a wider variety of conjunctions and subordinate clauses. (including: when, if, because, although)
 I use the present perfect form of verbs.
 I can use adjectives, adverbs, prepositions (including phrases) and conjunctions.
 I learn the grammar for Year 3 in the English Appendix. (See knowledge organiser – includes a/an, prepositions)
 I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 I use conjunctions, adverbs and prepositions to express time and cause.

I am beginning to use fronted adverbials, with a comma.
 Planning: I can read, discuss and text mark writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.
 Planning: Discuss and record ideas for planning, e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.
 Planning: I can rehearse what I want to say orally ahead of writing.
 Planning: I can create a draft for my writing.
 Edit & Improve With guidance, I can proofread to check for spelling and punctuation errors.
 Edit & Improve: I can edit and suggest improvements in my own and others' writing including:
 - strengthening the use of adverbs e.g. swiftly, rudely, wearily, gingerly.
 -proposing changes to the grammar
 -Proposing changes to vocabulary to improve consistency and avoid repetition.
 -ensuring accurate pronouns in sentences
 I can appropriate intonation, tone and volume to present their writing to a group or class.

Writing (Punctuation)

I can use full stops, capital letters, exclamation marks and question marks consistently.
 I use commas for lists.
 I am beginning to use commas after fronted adverbials.
 Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.

I can use apostrophes for:
 - Contracted form
 - Possessive singular and plural
 I can use inverted commas to indicate speech.

Writing (Handwriting)

I can develop my use of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent are best left unjoined.

The legibility, consistency and quality of my handwriting is improving.

Type of Join	used to join:	to these letters:	And to these tricky letters	Type of Join	used to join:	to these letters:	And to these tricky letters	Type of Join	used to join:	to these letters:	And to these tricky letters
Diagonal Joins (the most common letter join formed from the baseline)	a, b, c, d, e, h, i, k, l, m, n, p, q, s, t, u, x, z	b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	<i>(Where the letter is formed in an anti-clockwise movement)</i> a, c, d, g, o, q, s	Horizontal Joins (formed from the top of the letter) - no ascender - with ascender	o, r, w, v	b, e, f, w, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	<i>(Where the letter is formed in an anti-clockwise movement)</i> a, c, d, g, o, q, s	Descender Joins (Formed from the loop of a descender)	f, g, j, y,	b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	<i>(Where the letter is formed in an anti-clockwise movement)</i> a, c, d, g, o, q, s

*Opportunity to practise should be given through words based on joins, spelling patterns, key word lists and sentences.
 Review Y1 / Y2 spelling words as focus for joins – single words and in sentences.*

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		<p><i>Opportunity to practise should be given through words based on joins, spelling patterns, key word lists and sentences.</i></p> <p>Review Y3 / Y4 spelling words as focus for joins – single words and in sentences.</p>	
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