

Hampton Court House - Lower Years Curriculum - English: Year 3

	Autumn Term	Spring Term	Summer Term
Skills	<p>Pupils build upon their knowledge and understanding of English through engaging with comprehension texts, investigation of the attitudes and values interpolated through them, explanation of the overall effect on the reader and responding to the text through answering comprehension questions in their own words. They learn to read more clearly, write effectively and skillfully select the most important information from the text in order to answer the comprehension questions fully and in their own words. They develop a range of skills in order to learn spelling patterns and use these confidently in their own writing, beginning to write creatively and manipulate their style depending on audience/purpose and form. They learn about how punctuation and word classifications are used to achieve a desired effect in writing, from the discussions of and written responses to the comprehension texts. They begin to grasp advanced vocabulary, punctuation and correct grammatical form that, in time, they can use in their own creative writing.</p>		
Spelling patterns and rules (taken from Schonell's Spelling list)	<p>Revision of: Long and short vowel sounds Plurals of nouns ending in -y, -ch, -s, -sh, -x or -z. Words ending in -ite, -ight, -ould, -oll, -ull, -all, -ell, -ill. Words beginning with wh-.</p> <p>New knowledge of: Adding -ful or -fully to the end of nouns or adjectives, Forming comparatives and superlatives from simple adjectives - additionally irregular forms. Words that end in double l. Words ending in -ory, -ary and -ery.</p>	<p>Learning of spelling rules: Words ending in -ible or -able. Words ending in -ance or -ence. Words ending in -ious or -eous. Words ending in -ancy or -ency.</p> <p>Homophones list learnt.</p>	<p>Learning of spelling rules: -sion, -tion or -cion. Words containing a q Forming adverbs -ize, -ise or -yse Understanding i before e except after c.</p>

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<p>Reading: Comprehension texts</p>	<p>Focus on reading aloud and projecting the voice. Punctuation innately identified and reading adjusted accordingly - e.g. comma, parenthesis, clear annunciation, projecting the voice. Voice is changed in terms of pitch etc. for effect or to add gravitas to certain words or emphasize meaning for effect.</p>	<p>Reading and rereading an archaic text. Looking at the language and gaining a good understanding of the context of the text. Understanding and commenting on what attitudes, values and ideas the author was putting across through the literature. Being able to articulate clear comments on what the effect on the reader is. Being able to show a degree of empathy with the character or situation. Articulating and commenting on an understanding as to why the text was written, the purpose of written communication and the history behind such communication.</p>	<p>Performing the text. Poetry recitation – learning texts and poems by heart. More advanced poetry with a resonating meaning; poetry with an emotional undertone. Understanding why the writer chooses specific words rather than others to achieve their desired effect on the reader. To be able to articulate this understanding and making simple comments as to the desired effect. Being able to make comments vocally to that effect - explaining how the author is using punctuation, vocabulary and structure in their writing to achieve a specific effect on the reader. Comparing this effect to another text and discussing varying degrees of effectiveness.</p>
<p>Writing: Comprehension texts</p>	<p>Being able to select suitable quotations from the text to support a coherent and articulate answer to a more difficult comprehension question. Being able to articulate in clear, developed writing, a good level of</p>	<p>Using full sentences to answer questions, commenting on how and why a particular quotation has been chosen. More easily and readily able to find the best and most useful information from the text in order</p>	<p>To find and select the best piece of information or quotation from the text in order to answer the comprehension questions and articulate these in their own words. To have a clear understanding of the effect of the text and comment,</p>

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	<p>understanding of the question and meaning of the text, building on the surface level meaning.</p>	<p>to answer the comprehension questions fully.</p>	<p>in writing, on the meaning of the text and articulate a simple understanding of the effect the writer is having on the reader. To explain this in grammatically correct English with advanced vocabulary.</p>
<p>Handwriting</p>	<p>Small guideline cahier books used. Handwriting practice only for those who need it and for the rest, consolidation of previous learning. Using capital letters and full stops without prompting in their work. Writing in simple sentences, beginning to use their own words in their answers.</p>	<p>Beginning sentences in a more interesting way: -ly word, -ing word, a preposition, a time phrase, a dependent clause.</p> <p>Using commas effectively in their writing and working towards complete independence in their writing and articulation of ideas.</p>	<p>More confidently using their own words to answer the comprehension questions. Fluent handwriting which flows beautifully. Showcase their writing and take pride in their handwriting skills.</p>
<p>Reading: Class reader (Alice in Wonderland)</p>	<p>To listen attentively to the text being read by other members of the class. When questioned, to be able to articulate why the text is being read in a particular tone, style, pitch, volume, pace and explain why the reader has made this conscious choice. To explain and discuss how the reading should be done most</p>	<p>Recognise the ways in which a text is read for a desired effect- overall to be engaging for the listener. To be able to discuss why the text is engaging and compare and contrast this to alternative forms of spoken communication and media. Readily recalling information that has been read to them. Tell and write the meaning of the text and make insightful comments</p>	<p>Adapt reading style to what is happening in the book. Readily recall information from the story - specifically the plot, character make up, features of the writing that make it interesting to listen to. Consolidate skills prior to beginning creative writing in Year 4.</p>

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	<p>effectively and why it is important to read in a particular way to have a particular impact on the audience.</p> <p>To confidently read independently at home and aloud in class.</p>	<p>on the effect on the audience.</p> <p>Discuss, compare and contrast the story sequence and characters between various texts.</p> <p>To readily read aloud in front of the class in an engaging way.</p>	
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