English scheme of work – Year 3 (from Sep 2026) -

Christian values underpinning learning: *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

Spoken Language:

Pupils should be taught to:

- 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
- speak audibly and fluently
- 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
- Select and use appropriate registers for effective communication.

Word Recognition: Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, 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

Reading Comprehension

Pupils should be taught to:

- **Develop positive attitudes to reading and understanding of what they read by**:
    - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    - reading books that are structured in different ways and reading for a range of purposes
    - using dictionaries to check the meaning of words that they have read

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

- **understand what they read, in books they can read independently, by:**
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying 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

Writing Transcription
Spelling (see spelling list – Year 3 and 4 words - Appendix 1)
Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- 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 taught so far
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Writing Transcription
Handwriting
Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writing
Vocabulary, Grammar and Punctuation
Pupils should be taught to:

- **develop their understanding of the concepts set out in Appendix 2 by**:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in Appendix 2
- **indicate grammatical and other features by:**
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- **use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading**

Writing Composition:
Pupils should be taught to:

- **plan their writing by:**
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- **draft and write by:**
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **evaluate and edit by:**
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **proof-read for spelling and punctuation errors**

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

Over the course of the year the following genres of writing must be covered:
Narrative
Recount
Explanation
Non-chronological reports
Persuasion
Information
Poetry
Instructions

Each class will show coverage of these within their planning, however the order they are covered will be determined by the class teacher in order to enable quality texts for each genre to be best suited to the individual topics, ensuring purposeful and cross-curricular English.

APPENDIX 1 – Spelling Year 3 and 4 – To be taught using the Spelling Shed

Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,
The /ɪ/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou young, touch, double, trouble, country
More prefixes
dis–: disappoint, disagree, disobey
mis–:misbehave, mislead, misspell (mis + spell)
in–: inactive, incorrect
il-: illegal, illegible,
im-: immature, immortal, impossible, impatient, imperfect
ir-:irregular, irrelevant, irresponsible
re–: redo, refresh, return, reappear, redecorate
sub–: subdivide, subheading, submarine, submerge

inter–: interact, intercity, international, interrelated (inter + related)
super–: supermarket, superman, superstar
anti–: antiseptic, anti-clockwise, antisocial
auto–: autobiography, autograph **The suffix –ation** information, adoration, sensation, preparation, admiration
The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically

Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/ division, invasion, confusion, decision, collision, television
The suffix –ous poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician

Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an *s* use the 's suffix e.g. Cyprus's opulation)
Homophones or near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Word List – Year 3/4	busy/business	different	favourite	history	medicine	peculiar	quarter	strength
accident(ally)	calendar	difficult	February	imagine	mention	perhaps	question	suppose
actual(ly)	caught	disappear	forward(s)	increase	minute	popular	recent	surprise
address	centre	early	fruit	important	natural	position	regular	therefore
answer	century	earth	grammar	interest	naughty	possess(ion)	reign	though/although
	certain	eight/eighth	group	island	notice	possible	remember	thought

appear	circle	enough	guard	knowledge	occasion(ally)	potatoes	sentence	through
arrive	complete	exercise	guide	learn	often	pressure	separate	various
believe	consider	experience	heard	length	opposite	probably	special	weight
bicycle	continue	experiment	heart	library	ordinary	promise	straight	woman/women
breath	decide	extreme	height	material	particular	purpose	strange	
breathe	describe	famous						
build								

Appendix 2 Grammar Year 3

Terminology for pupils – Year 3

preposition
conjunction
word family
prefix
clause
subordinate clause
direct speech
consonant
consonant letter vowel
vowel letter
inverted commas (or 'speech marks')

WORD Year 3	SENTENCE Year 3	TEXT Year 3	PUNCTUATION Year 3
• Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble	• Expressing time, place and cause using •conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], *prepositions [for example, before, after, during, in, because of]	• Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	• Introduction to inverted commas to punctuate direct speech

Year	Grammar Objectives	Example	Terminology
3	Recognise simple sentences and begin to recognise compound and complex sentences	Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) The boat arrived late and the man walked down the gangway. They can add a subordinate clause to a sentence When the rain stopped, the girls went back to the playground.	Sentence Conjunction
3	Use and recognise nouns, adjectives and adjectival phrases	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: Mrs Coles' house was noisy, loud and messy. Peter and Poppy, who were my age, looked after me very nicely.	Noun Adjective
3	Use powerful verbs Introduce the idea of a verb	Explain the concept of a verb and encourage children to use powerful verbs in their writing Not: I went out of the room but I stormed out of the room ... or I plodded out of the room I crept out of the room...	Verb

3	Introduce the idea of tense in verbs	Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense. She ran along the road and saw the robber vanishing down a trapdoor. My friend has red hair, blue eyes and is always telling jokes.	Verb Past tense Present tense
3	Use dialogue in narrative or in drama	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. “I’m hungry!” yelled the big, bad wolf. “Give me some FOOD!”	Inverted commas or speech marks Direct speech
3	Extend the range of sentences with more than one clause. Co-ordination: using ‘and’, ‘or’ and ‘but’ (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex).	Extend children’s use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc.	Conjunction Clause