



Overchurch Junior School National Curriculum Progression for English 2021-2022

Year 3

Spoken Language

Physical

- To deliberately vary the tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.
- To consider position and posture when addressing an audience.

Linguistic

- To be able to use specialist language to describe their own and others' talk.
- To use specialist vocabulary.
- To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

Cognitive

- To offer opinions that aren't their own.
- To reflect on discussions and identify how to improve.
- To be able to summarise a discussion.
- To reach shared agreement in discussions

Social and emotional

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.

Handwriting

- To use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Spelling

- Revision of Year 2 spelling rules.
- Year 3 & 4 Statutory words.
- /ow/ sound spelled 'ou'
- /u/ sound spelled 'ou'.
- /i/ sound spelled with a 'y'.
- Long /a/ vowel sound spelled 'ai', 'ei', 'ey'.
- Suffixes including '-al', '-le', '-ly', '-ally'.
- Words ending '-sure', '-er', '-gue', '-que'.
- Prefixes 'dis-', 're', 'mis-'
- Words with the /s/ sound spelled 'sc'.
- Homophones and near homophones.

Writing Composition

- To write narratives that describe setting and characters within a storyline or plot.
- To use paragraphing to group related material, focusing on a theme or topic.
- To use simple organisational devices (headings and subheadings) in non-narrative work.
- To use the present perfect form of verbs instead of the simple past.
- To extend sentences using a wide range of conjunctions.
- To express time, place and cause using conjunctions, adverbs and prepositions.
- To draw upon material read.
- To use, when appropriate, figurative language including metaphors and similes.
- To discuss and record ideas.

Grammar and Punctuation

- To demarcate sentences with full stops.
- To demarcate sentences with capital letters.
- To use question marks and exclamation marks.
- To use apostrophes consistently to mark the possession of singular nouns.
- To begin to use inverted commas to punctuate direct speech.
- To understand and use specific year 3 terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas)

Evaluate and Edit

- To evaluate the effectiveness of their own and others' writing.
- To identify some spelling and punctuation errors and make some changes to grammar and vocabulary.
- To 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

Word Reading

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Reading Comprehension

- Develop a positive attitude to reading and understanding of what they read.
- Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Identify simple themes and conventions in an increasing range of books.
- Discuss some words and phrases that capture the reader's interest and imagination.

In independent reading:

- Check the text makes sense, discuss understanding and explain the meaning of some words in context.
- Ask some questions to improve understanding of the text.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence.
- Predict what might happen from details stated and some of which are implied.
- Identify main ideas drawn from more than one paragraph and summarising these.
- Retrieving and recording some information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves.
- Identify how language and structure contribute to meaning.