

<h1>YEAR 3</h1> NB: Practise and consolidate Y1 and 2 lists			
NC terminology for children: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')			
TEXT LEVEL: Connecting words and phrases, cohesion and paragraphing	SENTENCE LEVEL: structure and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p>Orally retell stories and non-fiction with lively expression. Allow time during imitation phase for children to fully internalise a text. Innovate known story, while <u>substituting</u> or <u>adding</u> new ideas, description or events.</p> <p>Plan and/or orally rehearse before writing. Use shared/ guided writing.</p> <p>Organise material around a theme leading into use of paragraphs. Help children understand that 'chunking' related thoughts and ideas into paragraphs helps the reader. A new paragraph suggests a shift to something new or different. Establish 'boxing up'.</p> <p>Use a variety of adverbials as sentence openers (ed-ing-ly) <i>Bored with waiting, Jake wandered off... Shaking, Jo felt for the switch... Quietly she crept past...</i></p>	<p>Internalize, a range of sentences drawn from oral models and explore their purpose and effect on the reader.</p> <p>Use wider range of subordinating conjunctions to add information and extend ideas; show reason, cause and time: <i>so that, while, when, in order to, until... e.g. Leo took the food <u>because</u>... We water the plants <u>so that</u> ...</i></p> <p>Introduce concepts of <u>main</u> and <u>subordinate</u> clauses Use subordinating conjunctions to identify the subordinate clause: <i>We put on our coats <u>when</u> it is winter...<u>While</u> I walked down the street, it started to rain....<u>During</u> the Autumn, <u>when</u> the weather is cold etc...</i></p> <p>Extend knowledge of relative clauses (who clause) and add <i>which whom, whose</i> and <i>that</i>.... To 'drop in' clauses for additional information. <i>Sam, <u>who</u> <u>was</u> lost, sat down and cried....<u>The Fire of London, <u>which</u> started in Pudding</u></i></p>	<p>Use a range of prepositions and simple prepositional phrases: <i>during, throughout, in front of, by the side of; with a blue sail.</i></p> <p>Adjectives:</p> <ul style="list-style-type: none"> – Use a greater range of adjectives for precision and impact – Emphasise choosing carefully. – Use adjectives of degree to express a simple range of intensity: <i>boiling – warm- tepid – cold – freezing etc.</i> <p>Nouns:</p> <ul style="list-style-type: none"> – 'Name it' - use specific nouns to create effect: <i>poodle</i> instead of <i>dog</i> – Understand collective nouns and use simple ones accurately in a sentence: <i>a flock of sheep</i> – Or invent own collective nouns: <i>a shaggy field of sheep..</i> – Use more sophisticated noun phrases: <i>lots of money; a horror film</i> – Find and invent nouns formed from prefixes e.g. <i>in- re- auto- super-</i> <p>Adverbs:</p>	<p>Use specific and technical vocabulary to add detail: <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately... Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Use boastful language to interest the reader, e.g. magnificent, unbelievable, exciting!</p> <p>Use similes with as/like... and extend <i>... like a boat bouncing on stormy waves ...like a cat purring loudly</i></p> <p>Use personification to endow non-human things with thoughts and feelings e.g. The lizard froze, wondering why...; Trees looking up to the sky...; The unlit doorway beckoning her on...</p> <p>Choose verbs for speech which show a character is feeling, e.g. sighed, shouted, joked.</p> <p>Include exclamations: Oh dear! Hey!</p>

<p>Experiment with the position of the adverbial (ed-ing-ly, when and where): Slowly, we walked home. We walked slowly home. We walked home slowly.</p> <p>Consolidate and develop use of connectives for different text types, e.g. also, additionally, furthermore.</p> <p>Use tenses as well as first/third person consistently.</p> <p>Use pronouns:</p> <ul style="list-style-type: none"> – to help sentences flow, and to join them up coherently – understand that nouns and pronouns within sentences must relate to each other clearly. – understand how over-use of pronouns can confuse readers and lead to ambiguity. <p>Organise with – headings, titles and subtitles, fact boxes, etc.</p> <p>Tell and write, thinking of audience and purpose. Reread and listen for the effect on the reader.</p>	<p><i>Lane, spread quickly....</i></p> <p>Vary sentence openings:</p> <ul style="list-style-type: none"> – ed, ing, ly’ starters: <i>Exhausted, he sank to his knees... Sighing, the boy finished his lunch... Carefully, Max shook the package...</i> – when starters (time connectives): <i>Eventually, When, Next day, After;</i> – where starters (prepositional phrases): <i>beside the tree..., inside the casket...,</i> – use ‘patterns of 3’ sentences for description and action: We finished our lunch, got on the coach and sang loudly. <p>Introduce topic sentences to summarise and begin a non-fiction paragraph: <i>Dragons live in a variety of different habitats.</i> Topic sentences are like sub-headings, they guide the reader.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> – FS, CL, !, ? & colon to list – Use commas after ‘openers’, for ‘ed,ing,ly’ starters and to mark ‘dropped in’ phrases and clauses – Develop use of speech marks and speech verbs + new line – Apostrophe for contraction 	<ul style="list-style-type: none"> – Form adverbs from adjectives using suffix <i>–ly</i> e.g. <i>sadly, completely</i> – Use adverbial phrases showing where and how something happens: <i>at the end of the lane; over the hill; into the bowl with a bump;</i> – Use a range of single adverbs within sentences to show how: <i>They plodded on <u>silently</u> up the hill.</i> <p>Verbs:</p> <ul style="list-style-type: none"> – Use powerful verbs. Find synonyms e.g. <i>said: went, walked, looked, ate, came, got = muttered; slithered; stared, gobbled...</i> – Use past perfect verbs to mark relationships of time and cause: <i>He <u>has eaten</u> the bones as well, so there is nothing left for anyone else.</i> – Use ‘future’ correctly <i>“I will drive...</i> – Use <u>irregular</u> and <u>inflected</u> past tenses accurately <i>I went... I did... She has gone... They were... etc.</i> <p>Word families:</p> <ul style="list-style-type: none"> – Investigate meaning and spellings of related words with suffixes e.g. <i>help, helps, helped, helper, helping, helpful helpless, helplessly etc. fear, fearless, fearful feared etc.</i> 	<p><i>Ow! Well I never!</i> Some exclamations begin with <i>What</i> or <i>How</i> e.g. <i>What a beautiful day! How stupid he is! What a quiet little girl!</i></p> <p>Ask questions of the reader e.g. a question in the title to intrigue/hook the reader, e.g. <i>Yetis – do they exist?... Would you recognise an ogre if one came calling?</i> Or in discussion and persuasive texts e.g. <i>What do you think? Would you want your pet to be treated like this?</i> Or in Instructional texts: <i>How do you trap a troll?</i> Or in story: <i>What was it?</i></p> <p>Use alliteration to create sound effects, e.g. <i>the wild wind whipped the shoreline.</i></p> <p>Notice onomatopoeia when rereading words which echo sounds associated with their meaning: <i>clang, hiss, crash, cuckoo.</i></p>
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