

# Powick CE Primary School

## Literacy Spine Year 3

### Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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.

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]

Pupils should be taught to 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

Pupils should be taught to:

- 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

Pupils should be taught to produce writing for three key purposes: to entertain, to persuade, and to inform.

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

Pupils should be taught to 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)

Pupils should be taught to 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
- Proofreading one paragraph of their own writing for spelling and punctuation errors, focusing on one aspect of writing at a time
- 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.

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### Text Structure

#### Fiction

- Use different planning tools: e.g. story map / story mountain / story grids / 'Boxing-up' grid
- Plan opening around character(s), setting, time of day and type of weather
- Paragraphs to organise ideas into each story part
- Use the 5-part story plot: introduction – should include detailed description of setting or characters; build-up – build in some suspense towards the problem or dilemma; problem / dilemma – include detail of actions / dialogue; resolution - should link with the problem; ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

#### Non-fiction

- Use different planning tools: e.g. 'Boxing-up' grid / flow diagram
- Include a simple opening and conclusion
- Sub headings to introduce sections / paragraphs
- Begin to use paragraphs to organise ideas around a theme
- Begin to use topic sentences to introduce paragraphs
- Include other layout features: e.g. bullet points for facts; 'Top Tips' box; Information box / Five Amazing Facts

### Punctuation

- Use a colon before a list e.g. What you need: (note: a main clause should precede a colon unless it is a sub-heading)
- Use apostrophes to mark singular possession
- Secure use of inverted commas for direct speech
- Use a comma after a fronted adverbial (e.g. *Later that day, I heard the bad news.*)

### Handwriting

Pupils should be taught to do the following:

- 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

### Grammar

- Secure use of single-clause sentences, and multi-clause sentences using coordinating conjunctions: and, or, but, so, for, nor, yet (FANBOYS)
- Begin to identify a main and subordinate clause within a multi-clause sentence
- Identify nouns, verbs, adjectives and adverbs within single-clause sentences
- Use multi-clause sentences with different conjunctions - including when, if and because - to show time, place and cause
- Vary sentence length: long sentences to add description or information; short sentences for emphasis or making key points
- Vary sentence openings e.g. fronted adverbials; pronoun to refer back and avoid repetition; list of 3.
- Use adverbial phrases to show 'where', 'when' or 'how' the verb occurs
- Use dialogue with a powerful speech verb to show character
- Use powerful verbs to have an effect
- Recognise and use prepositions
- Use technical vocabulary to add detail and precision
- Know that proper nouns refer to a particular person or thing
- Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition
- Use of the perfect form of verbs to mark relationships of time and cause

### Spelling

- Begin to spell and use words from the Y3/4 statutory list
- Begin to use the first two or three letters of a word to check its spelling in a dictionary
- Use 'Grow The Code' mat to support independent spelling
- Understand that the relationship between words can help with spelling e.g. bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it

Use No Nonsense Spelling to teach the following objectives:

- Nouns formed from prefixes e.g. auto... super...anti...
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The /ɪ/ sound spelt y elsewhere than at the end of words
- The /ʌ/ sound spelt ou
- More prefixes and the suffix -ly
- Words with the /eɪ/ sound spelt ei, eigh, or ey
- Words with the /ʃ/ sound spelt ch

Consolidate suffix rules from Y2:

- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
- Adding the endings -ing, -ed, -er, -est and -y to words ending i-e with a consonant before it
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly