

Objectives for Year 3 Term 2

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Annotate poems and stories and perform them Evaluate the effectiveness of others' performances Use discussion to organise roles within a group</p> <p>Drama Create characters in an improvised drama</p>	<p>Word Reading Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems to read aloud and perform</p> <p>Reading Comprehension Check that they understand the text they are reading and explain the meaning of words in context Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described Answer questions by referring back to the text Predict what may happen and explain using detail from the text Identify the key points in a text Use textual details to draw conclusions about characters, settings and events Explain the basic structures inherent in different text types (fiction and non-fiction)</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Plan and order texts logically Use paragraphs to group related material Create characters using well chosen words and phrases Experiment with layout when writing non-fiction texts Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 3)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use a or an appropriately Use adverbs to express place and cause e.g. therefore, nearby Use inverted commas Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling) Recognise and explain what a conjunction is Use conjunctions to express time, place</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Spell words with the ou spelling of the u sound e.g. young, touch, double Spell words with the prefixes in-, il-, im- and ir- Spell words with the prefix dis- Spell words with the prefix mis- Spell words with the prefix re- Spell words with the prefix de- Spell words with the prefix over- Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Make the move from pencil to pen in their handwriting Build keyboard skills to type, edit and redraft</p>

	<p>Identify basic language features inherent in different text types (fiction and non-fiction) Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. Develop understanding by linking reading to other books or similar contexts</p> <p>Being a Researcher Use library classification to find reference materials Take notes by summarising, deleting and substituting Retrieve, record and present information</p>	<p>and cause e.g. when, so, before, after, while, because</p>	
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