

**Objectives for Year 3 Term 3**

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

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion Evaluate the effectiveness of others' presentations Discuss a wider range of feelings and emotions</p> <p><b>Drama</b> Devise and act in plays showing character through voice and movement</p>	<p><b>Word Reading</b> 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><b>Being a Reader</b> 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 Retell fairy stories or folk tales focusing on the theme Use dictionaries to check word meanings</p> <p><b>Reading Comprehension</b> 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 purpose of structural features Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation</p>	<p><b>Planning, Composing and Evaluating</b> Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Use their imagination to write engaging texts Plan and organise texts logically Create a coherent plot in a story Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary Use paragraphs to group related material Use language to create an effect e.g. creating a mood 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><b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Explore word families based on common words Create new nouns using prefixes Identify prepositions Use prepositions to express time, cause and place e.g. before, after, during, in, because of Use prepositional phrases to add detail to sentences</p>	<p><b>Spelling</b> Use a dictionary to check words Investigate spelling patterns and conventions Spell words with the prefix inter- Spell words with the prefix super- Spell words with the prefix anti- Spell words with the prefix auto- Spell words with the suffix -ation Spell words with the prefix non- Spell words with the prefix co- Spell the words centre, century, certain, consider, enough, famous, forward(s), grammar, length, notice, strange, strength, though, although, thought, through 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><b>Handwriting and Presentation</b> Write with joined handwriting in pen consistently Develop fluency in typing</p>

	<p>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><b>Being a Researcher</b>  Use library classification to find reference materials  Take notes by summarising, deleting and substituting  Retrieve, record and present information</p>	<p>Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'  Understand what a main clause is  Identify simple and compound sentences</p>	
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