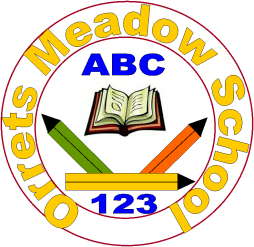
****

**Year 3** **English Progression Map**

|  |  |
| --- | --- |
| Reading: Word Recognition | * 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 | * 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 tales, myths, legends, and retelling of some of these orally * Discussing words and phrases that capture the reader’s interest and imagination * Identifying themes and conventions in a wider range of books * Recognising some different forms of poetry * Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action * Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context. * 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 * Ask questions to improve their understanding of the text * Identifying main ideas drawn from more than one paragraphs and summarise these * Identify how language, structure and presentation contribute to meaning * Retrieve and record information from non- fiction * Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say. |
| Writing: Handwriting | * Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. * Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch. |
| Writing: Punctuation and Grammar | **Sentence Structure**   * Expressing time, place and course using conjunction, adverbs or prepositions   **Text Structure**   * Introduction to paragraphs as a way to group related material * Headings and sub-headings to aid presentations * Use of the present perfect form of verbs instead of the simple past   **Punctuation**   * Introduction to inverted commas to punctuation direct speech |
| Writing: Composition | * Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.   Discuss and record ideas   * Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. * Organise paragraphs around a theme * In narratives, create settings, characters and plot * In non-narrative material, use simple organisational devices such as headings and sub-headings * Assess the effectiveness of their own and others’ writing and suggest improvements * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * Proof read for spelling and punctuate errors * Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| Writing: Spelling | * Spell further homophones * Spell words that are often misspelt * Use the first two or three letters of a words to check its spelling in a dictionary * Use further prefixes and suffixes and understand how to add them * Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far * Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. |