

# Year 3 English

- National Curriculum
- Herts for Learning Scheme



**“Learn. Believe. Achieve.”**  
Resilient, Persistent, Self-Motivated, Creative  
Risk Takers, Good Citizens, Entrepreneurial

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Herts Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.		
Speaking and Listening	Reading	Writing
<p>Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example</p> <ul style="list-style-type: none"> <li>• Develop their understanding of a subject through discussions, learning to give their opinions and listen to other view points</li> <li>• Speak clearly and in different ways for drama, formal presentations and debate.</li> </ul>	<p>This part of the curriculum is broken down into ‘word reading’ and ‘comprehension’. At this stage, word reading skills (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (comprehension). In comprehension children will be taught key skills to enable them to read, understand and enjoy a wide range of books. They will, for example:</p> <ul style="list-style-type: none"> <li>• Listen frequently to stories, poems, non-fiction and other writing.</li> <li>• Ask and answer a range of questions about a text</li> <li>• Discuss ideas that are not obviously described in a text eg ‘Explain why the character behaved in this way.’</li> <li>• Describe characters, summarise plots and predict what might happen next</li> <li>• Explore themes and conventions in a range of books eg good versus evil</li> <li>• Consider the effect of the author’s choice of language</li> <li>• Offer opinions about what they have read and justify their views</li> </ul>	<p>Writing is developed through teaching the following:</p> <p><b>Spelling:</b> Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will begin to learn and use the words included in Appendix 1 of the National Curriculum for years 3 &amp; 4. They will be taught spelling patterns and conventions, building on the spellings taught in Year 2.</p> <p><b>Handwriting:</b> This will continue to be taught, building on the joined writing started in Year 2 and with the aim of increasing consistency and fluency throughout their independent writing.</p> <p><b>Composition (structure):</b> This includes <u>vocabulary, grammar and punctuation</u>. To develop their composition skills, the children will be taught to</p> <ul style="list-style-type: none"> <li>• Plan, draft, compose, edit and evaluate their writing</li> <li>• Use an increasing range of sentence structures</li> <li>• Write sentences that include when, where and why something happens</li> <li>• Write for a range of purposes and audiences as part of their work across the curriculum.</li> <li>• Check whether their work makes sense</li> </ul> <p>Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.</p>

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**English Curriculum Statement of Intent:** We passionately believe that it is our responsibility to teach our children to speak, read and write fluently so that they can effectively communicate their thoughts, feelings, ideas and learning about the world around them. Through daily exposure to rich texts, we aim to excite our children about the wealth of knowledge they can find inside the pages of a book and inspire them to seek out even more. It is our ambition to instil a love for reading within all our children so that they become lifelong readers with the skills to express themselves creatively, articulate their thoughts clearly and engage confidently within society.

Year 3	Narrative	Non-Fiction	Poetry
<b>English Scheme of Work</b>  <i>We are a creative curriculum school and books and texts will be chosen each term to enhance wider topic learning. Your class teacher will provide you with more details about specific texts each term.</i>	<b>Adventure Stories</b>  <i>Traditional Tales – focusing on fables and fairy tales with alternate endings</i>	<b>Recount</b>  <b>Explanation</b>  <b>Report</b>  <b>Persuasion</b>	<b>Free Verse</b>  <b>Limericks</b>  <b>Haiku and Tanka</b>  <b>Kennings</b>  <b>TAKE ONE POET – intense focus on one poet chosen by the class teacher</b>
	<b>TAKE ONE BOOK – Intense focus on one book chosen by the class teacher</b>		