



## Literacy Map – Year 3

### GRAMMAR THROUGH READING & WRITING

Word	Text
<ul style="list-style-type: none"> <li>• Use noun phrases appropriately and consistently</li> <li>• Write two-clause sentences with subordinate clauses beginning with the connectives: <i>when, as, while, before and after (time); because, so (cause); if (reason); even though (opposition)</i></li> <li>• Know what a possessive pronoun is (<i>my, his, her, our, their, its, your</i>) and use them appropriately</li> <li>• Use the determiners 'a' or 'an' according to whether the next word begins with a vowel sound (an elephant, an orange, unvoiced 'h' honest)</li> <li>• Know that adverbs (mostly ly words) add detail to verbs and use them appropriately</li> <li>• Recognise prepositions as words indicating place (<i>e.g. above, along, around, behind, between, in front of</i>) and use them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs as a way to group related material</li> <li>• Write in the past and present tenses appropriately and consistently (including the progressive and present perfect forms)</li> <li>• Know the differences between Standard and Non-Standard English and begin to apply what they have learnt</li> <li>• Understand and use similes (<i>as bright as the sun, like a wise owl</i>)</li> <li>• Use headings and sub headings to aid presentation</li> </ul>
Punctuation	Sentence
<ul style="list-style-type: none"> <li>• Use commas in lists appropriately and consistently</li> <li>• Use speech marks to demarcate the spoken word</li> <li>• Use apostrophes for omission accurately and consistently</li> </ul> <p><i>Key terminology: Adverb, preposition, conjunction, word family, prefix, clause, main clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks)</i></p>	<ul style="list-style-type: none"> <li>• Know that a main clause is a part of a sentence that makes sense on its own</li> <li>• Know that a subordinate clause is a part of a sentence that does not make sense on its own</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use fronted adverbials for when (<i>As they left...</i>)</li> </ul>
SPELLING (see also Year 3-4 word list pg 59-65 NC)	
<ul style="list-style-type: none"> <li>• Revision of work from years 1 and 2</li> <li>• Adding suffixes beginning with vowels to multi-syllable words</li> <li>• The I sound spelt y other than at the end of words</li> <li>• The u sound spelt ou</li> <li>• Extending prefixes: <i>in, im, ir, il, un, dis, mis, re, sub, inter, super, anti, auto</i></li> <li>• The suffix -ation</li> <li>• The suffix -ly</li> <li>• Endings which sound like <i>sher</i> spelt -sure, and <i>cher</i> spelt -ture</li> <li>• Endings which sound like <i>shun</i> spelt -sion</li> </ul>	<ul style="list-style-type: none"> <li>• The suffix -ous</li> <li>• Endings which sounds like <i>shun</i>, spelt -tion, -sion, -ssion, -cian</li> <li>• Words with the k sound spelt ch</li> <li>• Words with the sh sound spelt ch</li> <li>• Words ending with the g sound spelt gue and the k sound spelt que</li> <li>• Words with the s sound spelt sc</li> <li>• Words with the ai sound spelt ei, eigh, or ey</li> <li>• Possessive apostrophe with plural words</li> <li>• Homophones or near homophones</li> </ul>

<p style="text-align: center;"><b>WRITING COMPOSITION</b></p> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), building a rich vocabulary and range of sentence structures</li> <li>• in narrative texts, creating settings, characters and plot</li> <li>• in non-fiction, using organisational devices (e.g. headings and sub-headings)</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing, and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency (e.g. the accurate use of pronouns in sentences)</li> <li>• proof-reading for spelling and punctuation errors</li> </ul>	<p style="text-align: center;"><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</li> </ul>
<p style="text-align: center;"><b>READING COMPREHENSION (see also word reading)</b></p> <ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising them</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> </ul>	<p style="text-align: center;"><b>OTHER ORACY (see whole school objectives)</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of texts (and listening to what others say)</li> <li>• Performing and reading poems and play scripts aloud, showing understanding through intonation, tone, volume and action</li> <li>• Discussing their understanding of texts and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Discussing writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas for writing</li> </ul>
<p style="text-align: center;"><b>RANGE</b></p> <ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends</li> <li>• Identifying recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices)</li> <li>• Learning poetry by heart and recognising different forms of poetry</li> <li>• Preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear</li> <li>• Ensuring pupils have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum</li> </ul>	<p style="text-align: center;"><b>TEXTS</b></p> <p>The Iron Man  Fox  Rhythm of the Rain  Jemmy Button  Egyptology  Into the Forest</p>

