



Studlands Rise First School
First Steps on the Learning Journey

The Year 3 Learner - Literacy

Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the 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.

The Primary National Curriculum statements will be taught through the modules below.

Y3 English Coverage

The year 3 English curriculum consists of the following modules.

- Traditional tales – fables
- Writing and performing a play
- Traditional tales – fairy tales (alternative versions)
- Adventure stories
- Recounts
- Reports
- Instructions – giving directions
- Explanations
- Persuasion – persuasive letter writing
- Vocabulary building (linked to poetry)
- Limericks
- Haiku, tanka and kennings

Your child will read/listen to some of these texts during their time in Year 3:

The Very Best of Aesop's Fables - Margaret Clarke

War and Peas - Michael Foreman

I'll Take you to Mrs Col - Nigel Gray

The Amazing Adventures of Idle Jack - Robert Leeson

Rainbow Bird - Eric Maddern

Too much talk - Angela Medearis

The hare and the tortoise - Helen Ward

Rama and the Demon King, - Jessica Souhami

The True Story of the Three Little Pigs - Jon Scieszka

The Three Little Pigs and the Big Bad Wolf - Eugene Trivizas

Jim and the Beanstalk - Raymond Briggs

The Iron Man - Ted Hughes

The Boy and the Tiger (and other stories for 9-11 year olds) - compiled by Pie Corbett

The Truth about those Billy Goats - Karina Law

The Pea and the Princess - Mini Grey

Cinderboy - L.Anholt

Flat Stanley - Jeff Brown

The Pirate Cruncher/The Pirate's Next Door/The Jolly Roger and the Ghostly Galleon - Jonny Duddle

It was a Dark and Stormy Night - Janet Ahlberg

Fantastic Mr Fox - Roald Dahl

Black Queen - Michael Morpurgo

Dominic's Discovery - Gervase Phinn

The Thing in the Basement - Michaela Morgan

Curriculum Content

Speaking and Listening

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

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other view points
- Speak clearly and in different ways for drama, formal presentations and debate.

Reading

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:

- Listen frequently to stories, poems, non-fiction and other writing.
- Ask and answer a range of questions about a text
- Discuss ideas that are not obviously described in a text eg 'Explain why the character behaved in this way.'
- Describe characters, summarise plots and predict what might happen next
- Explore themes and conventions in a range of books eg good versus evil
- Consider the effect of the author's choice of language
- Offer opinions about what they have read and justify their views

School reading books are organised according to book banded levels and the children progress through the different levels of book in order. There is a selection of fiction and non-fiction books in each of the book boxes and the children are able to select the books themselves. There is no set time frame for children to spend reading each coloured band of books – they progress to the next book box as soon as they demonstrate through their word recognition and comprehension that they are ready to do so. Children take part in a variety of reading activities during the week in the form of guided reading with the teacher, shared reading within literacy sessions and individual reading with a teacher or teaching assistant. There are also numerous opportunities to apply reading skills in other areas of the curriculum.

The Book Trust website <http://www.booktrust.org.uk/books/#/d/books/bookfinder/> has a list of age appropriate books which you may want to read with your child.

Writing

Writing is developed through teaching the following:

Spelling: 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 & 4. They will be taught spelling patterns and conventions, building on the spellings taught in Year 2.

Handwriting: 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.

Composition (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use an increasing range of sentence structures
- Write sentences that include when, where and why something happens
- Write for a range of purposes and audiences as part of their work across the curriculum. In year 3 this will include (cross curricular example, schools to insert their own)
- Check whether their work makes sense

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum which can be accessed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf