Y3 English Progression & Intent

The breakdown of objectives outlined below indicates the expectation term by term in which learners will be secure with the related knowledge, skills and understanding to fully achieve end of year expectations. Objectives are planned to be taught across the year at relevant points (indicated and tracked via medium term planning and implemented in short term planning) and each term objectives that have been secured will continue to be consolidated. Therefore the grid below should not be viewed just as a breakdown of objectives to be taught in each term but rather our intent for learners to secure these objectives progressively, building towards the overall achievement of all year group objectives collectively by the end of the academic year thereby securing age related expectations.

	Autumn	Spring	Summer
Spoken Language	◊ Listen and respond appropriately to adults and their peers ◊ Ask relevant questions to extend their understanding and knowledge ◊ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ◊ Speak audibly & fluently with an increasing command of Standard English	◊ Use relevant strategies to build their vocabulary ◊ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ◊ Participate in discussions, presentations, performances, role play, improvisations & debates ◊ Gain, maintain and monitor the interest of the listener(s)	◊ Articulate and justify answers, arguments and opinions ◊ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ◊ Consider and evaluate different viewpoints, attending to and building on the contributions of others ◊ Select and use appropriate registers for effective communication
Reading			
Word Reading	◊ Continue to embed automatic decoding ◊ Using expression to demonstrate understanding of context ◊ Reading aloud with confidence and fluency ◊ Reading longer passages ◊ Read with fluency and increasing stamina	◊ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet	◊ Read most of the words in the NC Y3&4 word list ◊ Read widely across fiction, poetry, & non-fiction
Comprehension	◊ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction & reference books or textbooks ◊ Reading books that are structured in different ways & reading for a range of purposes ◊ Discuss unfamiliar vocabulary & use dictionaries to check the meaning of words that they have read ◊ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, & retelling some of these orally ◊ Checking that the text makes sense to them ◊ Sequencing information read from a text ◊ Predicting what might happen from details stated	◊ Read with attention to punctuation and phrasing ◊ Discussing words and phrases that capture the reader's interest & imagination ◊ Retrieve and record information from non-fiction ◊ Identify themes and patterns across texts ◊ Identify key details and begin to infer character motives ◊ Predicting what might happen from details stated & implied	◊ Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence ◊ Explore author language & structure of texts ◊ Explain opinions using evidence from the text ◊ Use expression to demonstrate understanding of context

Writing			
Transcription: Spelling	◊ Use further prefixes and suffixes and understand how to add them (English Appendix for example in-, un-, dis-, mis-)	◊ Spell further homophones (for example peace/ piece, weather/whether, whose/who's)	◊ Apply taught spelling rules to accurat4ely spell across different contexts for writing
Transcription: Handwriting	◊ Use the diagonal and horizontal strokes that are needed to join letters & understand which letters, when adjacent to one another, are best left not joined ◊ Increase the legibility, consistency & quality of their handwriting (for example, 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)		
Composition	◊ Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand & learn from its structure, vocabulary & grammar - discussing and recording ideas ◊ Draft and write by: - composing & rehearsing sentences orally, progressively building a varied and rich vocabulary - in narratives, creating settings, characters & plot - in non-narrative material, using simple organisational devices (for example, headings and sub-headings)	◊ Plan their writing by: - using formal & informal language appropriately - discussing language choices ◊ Draft & write by: - composing & rehearsing sentences orally (including dialogue), progressively building an increasing range of sentence structures - creating effective openings & endings - organise writing into paragraphs - Use dialogue to move action on ◊ Evaluate & edit by: - Proof-reading for spelling & punctuation errors - assessing the effectiveness of their own & others' writing and suggesting improvements ◊ Perform & retell texts with increasing confidence	◊ Use Standard English verb forms (e.g. did, not done) ◊ Maintain correct tense throughout
Vocabulary, Grammar & Punctuation	◊ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	◊ Use the present perfect form of verbs in contrast to the past tense ◊ Choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition ◊ Begin to use fronted adverbials	◊ Use commas after fronted adverbials ◊ Indicate possession by using the possessive apostrophe with plural nouns