

ENGLISH - CE1 / YEAR 3

SPOKEN LANGUAGE

		P1	P2	P3	P4	P5	P6
Physical	Deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story						
	Consider position and posture when addressing an audience						
Linguistic	Use specialist language to describe their own and others' talk						
	Use specialist vocabulary related to the topic						
	Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'						
	Use language appropriate to the audience						
Cognitive	Offer opinions that aren't their own						
	Begin to offer support for their answers to questions with justifiable reasoning						
	Reflect on discussions and identify how to improve						
	Summarise a discussion						
	Reach shared agreement in discussions						
	Seek clarification when unclear						
Social Emotional	Adapt the content of their speech for a specific audience						
	Speak with confidence in front of an audience						
	Make timely contributions						

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READING

		P1	P2	P3	P4	P5	P6
Decoding and fluency	Secure phonic decoding until reading is fluent						
	Read accurately by blending, including alternative sounds for graphemes						
	Read multisyllable words containing these graphemes						
	Read words containing common suffixes						
	Read exception words, noting unusual correspondences						
	Read most words quickly & accurately without overt sounding and blending						
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	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically						
	Check that the text makes sense to them as they read and correcting inaccurate reading						
	Apply 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 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word						
	Range of reading	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks					
Read books that are structured in different ways and reading for a range of purposes							
Familiarity with texts	Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally						
Poetry and performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action						
	Recognise some different forms of poetry						

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READING

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Vocabulary	Discuss and clarify the meanings of words, linking new meanings to known vocabulary						
	Discuss favourite words and phrases						
	Find a word in a sentence or page that has the same meaning as a given word or phrase						
	Use dictionaries to check the meaning of words that they have read						
	Check that the text makes sense to them, discussing their understanding/explaining the meaning of words in context						
	Use text before and after an unknown word to make a sensible guess						
Retrieve and record	Retrieve and record information from fiction and non-fiction						
	Know information can be found in diagrams, photos, captions, labels and charts as well as in a main text						
Sequence and summarise	Explain the main idea of a read paragraph						
	Identify main ideas drawn from more than one paragraph and summarise these						
Inference	Make inferences about a character's actions based on specific events						
	Answer and ask questions to improve understanding of a text						
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
Prediction	Make a plausible prediction about what might happen on the basis of what has been read so far and what is stated						
	Justify the prediction						
Explanation	Explain why a character thinks, feels or behaves in a specific way						
	Identify specific words or phrases (e.g. alliteration), explaining their opinions for their choice/s						
	Discuss words and phrases that capture the reader's interest and imagination, explaining the effect						
	Identify and explain how language, structure, and presentation contribute to meaning						
	Identify, explain and compare themes and conventions in a wide range of books						

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WRITING - COMPOSITION

		P1	P2	P3	P4	P5	P6
Plan	Write for different purposes to develop positive attitudes and stamina for writing						
	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence						
	Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary						
	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about						
Draft	Draft and write by organising writing into paragraphs as a way of grouping related material						
	Draft and write descriptive work that creates settings, characters and plots						
	Draft and write non-narrative material, using headings and subheadings to organise texts						
Evaluate	Evaluate their writing with the teacher and other pupils						

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WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION

	P1	P2	P3	P4	P5	P6
Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in their writing						
Use commas to separate items in a list						
Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name						
Use subordination (using when, if, that, because) and co-ordination (using or, and, but)						
Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man on the moon						
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command						
Make the correct choice and make consistent use of present tense and past tense throughout writing						
Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting						
Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box						
Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of						
Begin to use inverted commas to punctuate direct speech						
Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.						
Understand the following terminology: <ul style="list-style-type: none"> - Noun, noun phrase - Statement, question, exclamation, command - Compound, suffix - Adjective, adverb, verb - Tense (past, present) - Apostrophe, comma - Preposition, conjunction - Word family, prefix - Clause, subordinate clause - Direct speech - Consonant, consonant letter vowel, vowel letter - Inverted commas (or speech marks) 						

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WRITING - SPELLING

		P1	P2	P3	P4	P5	P6
Phonics	Understand the spelling rules that apply for words that contain: - the /ai/ sound spelt -y - the /ɔ:/ sound spelt a - the /i:/ sound spelt -ey						
	Understand the spelling rules that apply for words that contain the /z/ sound spelt s						
Homophones	<i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>						
Prefixes	Understand the meaning of the prefix un-						
Suffixes	Add: - -es to nouns and verbs ending in -y - -ed, -ing, -er and -est to a root word ending in -y with a consonant before it - the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it - -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter						
	Understand how to form a compound word						
Use contractions appropriately							
Use possessive apostrophe appropriately							
Use irregular past tense verbs appropriately							
Memorise the spelling of high-frequency words							