

Year 3

Fiction and poetry text types

Stories with familiar settings (linked to a class novel)

Fables

Adventure and mystery stories

Poems to perform

Calligrams

Authors and letters

Non-fiction text types

Reports

Letters and authors

Recounts

Information texts

Terminology – words they will be learning during the year

Consolidate:

Punctuation

Finger spaces

Letter

Word

Sentence

Full stops

Capital letter

Question mark

Exclamation mark

Speech bubble

Speech marks

Bullet points

Apostrophe for contractions

Singular/ plural

Suffix

Adjective / noun

Verb / adverb

Bossy verbs

Tense (past, present, future)

Connective

Generalisers

Alliteration

Simile – 'as' / 'like'

Introduce:

Word family

Conjunction

Adverb

Preposition

Direct speech

Inverted commas

Prefix

Consonant/Vowel

Clause

Subordinate clause

Determiner

Synonyms

Relative clause

Relative pronoun

Imperative

Colon for instruction

Word structure / Vocabulary development	Sentence structure	Text structure
<p>Prepositions <i>Next to by the side of In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific, technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>Types of sentences: Vary long to add description or information and short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Embellished simple sentences:</p> <ul style="list-style-type: none"> • Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</i> • Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) <i>A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</i> <p>Compound sentences (coordination) using coordinating conjunctions: <i>and/ or / but / so / for /nor / yet</i></p> <p>Develop complex sentences (subordination) with range of subordinating conjunctions -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p> <p>Drop-in relative clauses using who/whom/which/whose/that e.g. <i>The girl, who I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Secure use of inverted commas for direct speech. Dialogue using powerful speech verbs e.g. <i>“Hello,” she whispered.</i></p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on.</p>	<p>Fiction:</p> <p>Continue children’s exposure to a range of fictional stories. Secure children’s understanding of story structure- beginning /middle /end to a story using planning tools such as boxing up, story maps, story mountains etc. Plan opening around character(s), setting, time of day and type of weather.</p> <p>Develop children’s understanding of the 5 parts of a story and of paragraphs to organise ideas into each story part.</p> <ul style="list-style-type: none"> • Introduction – detailed description of setting or characters • Build-up –include suspense towards the problem or dilemma • Problem / dilemma –include detail of actions / dialogue • Resolution - should link with the problem • Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. <p>Non-fiction: Expose children to a range of non-fiction texts, using labels, instructions, captions, lists and recounts, explanations, non-chronological reports.</p> <p>Develop children’s understanding of non-fiction structure using planning tools such as boxing up, text maps, washing lines etc.</p> <p>Paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> • Introduction Develop hook to introduce and tempt reader in e.g. 5Ws? • Middle section(s) Group related ideas /facts into paragraphs Sub headings to introduce paragraphs Topic sentences to introduce paragraphs Use of lists, bullet points, flow diagram • Develop ending Personal response, extra information / reminders e.g. information boxes, amazing facts, wow comment etc.

Use of commas after fronted adverbials e.g. *Later that day, I heard the bad news.*

Use of the perfect form of verbs to mark relationships of time and cause e.g. *I have written it down so Children can check what it said.*