



The Year 3 English Learner

Approach

English skills are key to a child's development. At St John's, we aim for our active curriculum to embrace language in all its aspects throughout the whole of the school day. 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 firstly will 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
Recount
Instructions - giving directions
Traditional tales - fairy tales (alternative versions)
Explanations
Report
Adventure stories
Persuasive letter writing

These modules will be taught through enriched thematic topics across the year.

Your child will encounter a whole range of key poets and authors through which they will be immersed in new vocabulary and writing styles.



Curriculum Content

Speaking and Listening

Speaking and Listening

At St John's, we encourage oracy skills and know these are the foundation stones for fluent Literacy skills. Throughout the school day, children are actively encouraged to discuss and communicate with the whole school family as much as possible.

The children will become more familiar with, and confident in using, language in a greater variety of situations. They will, for example:

- Listen to and express views about a wider range of books and poems
- Retell stories and discuss the order of events
- Build a bank of poems that they can recite by heart
- Clarify the meaning of words and continue to extend vocabulary
- 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.

Progression in Oracy				
SKILLS	Apprentice	Developing	Confident	Expert
Physical	<ul style="list-style-type: none"> - I am starting to project my voice so everyone can hear it. - I am starting to vary the pitch, tone and rhythm of my voice. - I am beginning to use gestures and body movement to help convey the points I want to make. 	<ul style="list-style-type: none"> - I can develop my presence as a performer, controlling my voice and movement. - I can use several different tones of voice and adapt my voice to the context. - I can use subtle gestures and body language to indicate a range of different emotions. 	<ul style="list-style-type: none"> - I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say. - I have a range of subtle changes in tone, pitch and movement to suit different genres of talk. 	<ul style="list-style-type: none"> - I can control my voice and body with fluency and precision. - I can teach others how to use their voice and body. - I am always at home in the context.
Linguistic	<ul style="list-style-type: none"> - I can use a limited vocabulary well. - I am starting to choose my words more precisely. - I can distinguish between informal and formal settings. - I can identify different types of language: metaphor, tripling, emphasis. 	<ul style="list-style-type: none"> - I can use a range of descriptive words to suit different situations and use the 5 senses to ground my story. - I can use full sentences with connectives and speak fluently without repetition for several sentences. - I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang. 	<ul style="list-style-type: none"> - I can construct language effectively for a range of purposes, e.g. to persuade someone. - I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide. - I deploy excellent grammar when talking, using full sentences. - I can select precise language and idiom to suit different audiences. 	<ul style="list-style-type: none"> - I can deploy language with great precision and nuance. - I can use a wide range of vocabulary, idioms and expressions to suit any audience. - I can engage with ideas at a high level and express my ideas fluently in any setting. - I can develop the linguistic tools of others.
Cognitive	<ul style="list-style-type: none"> - I am beginning to identify what makes a good argument. - I can use evidence to back up my point. - I can order my talk into a beginning, middle and end. 	<ul style="list-style-type: none"> - I can pursue a line of enquiry. - I can spot flaws in other people's arguments. - I can ask a range of questions including probing questions. - I can choose and organise the content of my speech to convey clear meaning. 	<ul style="list-style-type: none"> - I can take on different roles in discussion and can see both sides of an argument. - I can use different thinking skills to engage with challenging material. - I can summarise an argument and identify good and bad arguments. - I can analyse arguments and select evidence to defend or rebut a position. 	<ul style="list-style-type: none"> - I can take into account the level of understanding of an audience and adapt my language. - I can marshal sophisticated arguments and use language and different genres of speech. - I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination to make my argument come alive.
Emotional social	<ul style="list-style-type: none"> - I can find the confidence to speak in front of an audience. - I show proof of listening. - I can understand my character strengths and can build on them. - I can support others in a discussion. 	<ul style="list-style-type: none"> - I can take turns in discussion and listen to others and respond to their points. - I can follow ground rules and make sense of them to others. - I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation. - I listen attentively to what others are saying and play back to them what they have said. 	<ul style="list-style-type: none"> - I can tell a story with no notes that engages an audience. - I can read an audience and change my language, tone and pitch to connect with it. - I can respond to and build on the feelings and views of others. - I can develop the well-being of others through coaching and other techniques. 	<ul style="list-style-type: none"> - I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc. - I can lead/ chair a discussion in a range of contexts, making everyone feel involved.

Reading

We are a school that encourages and supports a love for reading. This is achieved through a variety of reading schemes and real books which ensures steps of progress.

The reading 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

Recommended reading list: [Click here for KS2 reading List](#)

Writing

Across the whole curriculum, children at St John's are given opportunities to become authors using many different writing styles. For example, using geographical vocabulary to describe a natural or man-made environment and applying musical vocabulary to a descriptive piece of writing about a chosen piece of music.

In year 3 children will develop their writing through the following areas:

Spelling

- Learn to spell new words correctly and have opportunities to practise spelling skills.
- Begin to learn and use the words included in Appendix 1 of the National Curriculum for years 3 & 4.
- Learn 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.
- 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.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)

[Link to the school scheme for handwriting](#)