

Remote Learning in English Y3

Below are the curriculum documents for your reading and writing curriculum and a copy of your year group and previous year group common exception words.

The following link will open the English curriculum from the National Oak Academy

[file:///C:/Users/syoung/AppData/Local/Temp/Temp1_oak-curriculum-2020-21-primary%20\(1\).zip/oak-curriculum-2020-21-primary/pdf/oak-2021-primary-eyfs-ks1-ks2-english.pdf](file:///C:/Users/syoung/AppData/Local/Temp/Temp1_oak-curriculum-2020-21-primary%20(1).zip/oak-curriculum-2020-21-primary/pdf/oak-2021-primary-eyfs-ks1-ks2-english.pdf)

These units do not need to be taught in the specific order on the document. For remote learning choose a unit of work that best suits the objectives you were teaching when remote learning began. If you need to choose additional units to direct pupils to consider consolidating previous learning as well as introducing new curriculum content.

To supplement this planning headstart comprehension documents (saved on staff shared drive) and comprehension resources on testbase <https://www.testbase.co.uk/> can be accessed.

For daily reading practise direct pupils to the free e-book library at Oxford owl <https://www.oxfordowl.co.uk/for-home/reading-owl/library-page?login-error=true> and the free e-Book library service at Huyton Library <https://www.knowsley.gov.uk/residents/libraries/ebooks-and-audiobooks>

Additional reading activities can be provided using

Reading Plus for Y5/6 and Reading Wise for Y2-4

IDL should be accessed regularly for those below age related expectations in reading and spelling.

Handwriting practice can be set remotely using the Collins Scheme which is saved on the staff shared drive.

Additional spelling activities can be provided using the Assertive Mentoring Spelling lists and these should be supplemented with a selection of your year group and previous year group key words common exception words.



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. ▶ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</i> ▶ Regularly listen to whole novels read aloud by the teacher. ▶ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion.</i> ▶ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i> ▶ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i> ▶ Sequence and discuss the main events in stories. ▶ <u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales.</i></u> ▶ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> ▶ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i> ▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text</p> <ul style="list-style-type: none"> ▶ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▶ Explain the meaning of unfamiliar words by using the context. ▶ Use dictionaries to check meanings of words they have read. ▶ <u>Use intonation, tone and volume when reading aloud.</u> ▶ <u>Take note of punctuation when reading aloud.</u> ▶ Discuss their understanding of the text. ▶ <u>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></u> ▶ <u>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</u> ▶ Make predictions based on details stated. ▶ <u>Justify responses to the text using the PE prompt (Point + Evidence).</u> ▶ Discuss the purpose of paragraphs. ▶ Identify a key idea in a paragraph. ▶ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc.</i> <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▶ <u>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</u> ▶ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i> ▶ Quickly appraise a text to evaluate usefulness. ▶ Navigate texts in print and on screen. ▶ Record information from a range of non-fiction texts. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Participate in discussion about what is read to them and books they have read independently. ▶ Develop and agree on rules for effective discussion. ▶ Take turns and listen to what others say. ▶ <u>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i></u>



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Identify clauses in sentences. ▶ Explore and identify main and subordinate clauses in complex sentences. ▶ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i>. ▶ Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>. ▶ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. ▶ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>. ▶ Use inverted commas to punctuate direct speech (speech marks). ▶ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). ▶ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. ▶ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. ▶ Explore and collect nouns with prefixes <i>super, anti, auto</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>. <p>Drafting and writing</p> <ul style="list-style-type: none"> ▶ Create and develop settings for narrative. ▶ Create and develop characters for narrative. ▶ Improvise, create and write dialogue. ▶ Create and develop plots based on a model. ▶ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▶ Use different sentence structures (see VGP). ▶ <u>Group related material into paragraphs.</u> ▶ <u>Use headings and sub headings to organise information.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</u> ▶ Discuss and propose changes with partners and in small groups. ▶ Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a group or class. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use further prefixes <i>dis_, mis_, re_</i> and suffixes <i>_ly, _ous,</i> and understand how to add them. ▶ Add suffixes beginning with vowel letters to words of more than one syllable. ▶ Spell homophones and near homophones. ▶ Spell words containing the /N/ sound spelt ou, e.g. <i>young, touch, double</i> ▶ Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. ▶ Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. ▶ Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> ▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> ▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> ▶ <u>Use the first two letters of a word to check its spelling in a dictionary.</u> ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Form and use the four basic handwriting joins.</u> ▶ <u>Write legibly.</u>

Year 2 Common Exception Words

door	floor	poor	because	find	kind
mind	behind	child	children*	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

English

Key Learning Indicators of Performance in Writing: Word Lists



Year 3

accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

