**Recovery Year Y3 Curriculum**

**Autumn term Y3 Reading Key Objectives (derived from Y2)**

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| **Word Reading**  Blend GPCs to read accurately | | **Word Reading**  Recognise alternative sounds for graphemes | | **Word Reading**  Apply phonic knowledge across the curriculum | | **Word Reading**  Decrease reliance on ‘sounding out’ in common words | | **Word Reading**  Read and remember high frequency words that cannot be easily decoded at this stage (‘tricky’ words) | |
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| **Word Reading**  Read words of two or more syllables | | **Word Reading**  Read fluently and confidently | | **Comprehension - Questioning**  Retrieve information from the text to answer questions | | **Comprehension - Clarifying**  Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words | | **Comprehension - Questioning**  Retrieve information from the text to answer questions | |
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| **Comprehension - Clarifying**  Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words | | **Comprehension - Inferring**  Use inference to draw simple conclusions about characters, settings and events | |  | |  | |  | |
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**Autumn term Y3 Writing Key Objectives (derived from Y2)**

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| Planning / Composing  Ensure that there is a clear beginning, middle and end in their writing | | Composing  Develop an idea over several sentences | | Composing  Use adventurous vocabulary  and detail to make their writing lively and interest the reader | | Grammar and Vocabulary  Join sentences with ‘or’ and ‘but’ and use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences | | Grammar and Vocabulary  Write expanded noun phrases | |
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| Grammar and Vocabulary  Write consistently in ‘past’ or ‘present’ tense | | Spelling  Spell taught Y2 high frequency words that cannot be easily decoded (‘tricky’ words) | | Spelling  Often chooses the correct grapheme where there are several options, using knowledge of frequency, position and visual discrimination | | Spelling  Add suffixes where the root word changes (words where -es is added to a word ending in y e.g. flies; words where suffixes are added to one syllable words ending in short vowel + single consonant e.g. dropping; words where suffixes (-ed, -ing. -er -y and -est) are added to words ending in consonant + e e.g. hiking; words where suffixes are added to words ending in consonant + y e.g. crying, cried) | | | |
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| Handwriting and presentation  Form lower case letters, upper case letters and digits of the correct size relative to one another | |  | |  | |  | |  | |
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**Spring and Summer Y3 Reading**

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| **Becoming a Reader**  Enjoy books and reading | | **Becoming a Reader**  Discuss a range of fiction, poetry, plays, non-fiction, reference and text books | | **Becoming a Reader**  Read for a range of purposes | | **Word Reading**  Continue to use phonic knowledge and skills with unfamiliar words | | **Word Reading**  Use an understanding of morphology and etymology to aid them in reading unfamiliar words | |
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| **Fluency**  Read year 3 texts fluently | | **Comprehension – Vocabulary Knowledge**  Explain the meaning of words in context | | **Comprehension – Vocabulary Knowledge**  Use morphology to aid them in understanding unknown vocabulary | | **Comprehension – Imagining**  Create sensory images while they read | | **Comprehension – Asking Questions**  Ask questions to help their reading make sense and to keep an active engagement with a longer text | |
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| **Comprehension – Clarifying and Retrieving**  Check that the text makes sense to them | | **Comprehension – Clarifying and Retrieving**  Apply previous retrieving objectives to year 3 texts | | **Comprehension – Clarifying and Retrieving**  Combine information to create an understanding of the whole text | | **Comprehension - Inferring**  Use inference to draw simple conclusions about characters, settings and events | | **Comprehension - Inferring**  Use vocabulary knowledge, including synonyms, to aid inference | |
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| **Comprehension - Predicting**  Predict what may happen and explain using detail from the text | | **Comprehension – Summarising**  Identify the key points in a section, page or whole text | | **Comprehension – Understanding writers’ use of language**  Identify and discuss language features found in texts | | **Comprehension – Responding to texts** Refer back to the text to support their response | |  | |
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**Spring and Summer Y3 Writing**

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| Planning  Generate ideas for their writing, by combining observations, reading and imagination | | Planning / Composing  Use the underlying structures, grammar and vocabulary of written texts to help them plan and write their own for specific (often real) audiences and clear purposes | | | Planning / Composing  Plan, order and organise texts logically | | | Composing  Use paragraphs to group related material | | | | Composing  **Create characters and settings using well-chosen words and phrases (WTS KS2 and EXS KS2)** | | |
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| Composing  Signal sequence, place and time to give coherence to writing | | Composing  Improve their writing by using some new vocabulary (from Appendix B – year 3) | | | Evaluating  Proof–read their work for spelling, grammar and punctuation errors | | | Grammar  Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because | | | | Grammar  Use adverbs to express time, place and cause e.g. then, next, soon, therefore | | |
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| Punctuation  **Use inverted commas (contributes to EXS KS2 and GD KS2)** | | Punctuation  **Use bullet points (WTS KS2 and EXS KS2)** | | | Spelling  Combine phonics, morphology and spelling conventions to spell unfamiliar words | | | Spelling  Spell words with the prefixes in-, il-, im- and ir- | | | | Spelling  Spell words with the prefixes sub-, dis-, mis-, re-, anti-, auto, super-, inter- and words with the suffix -ation | | |
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| Spelling  **Spell Y3 challenging words correctly when writing (answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women, address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember, centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through) (WTS KS2)** | | | | | | | Spelling  Add suffixes beginning with vowel letters to words of more than one syllable, knowing when to double the final consonant e.g. forgetting | | | | Handwriting and presentation  Write with joined handwriting in pen consistently | | | |
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