**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 / ComposingEnsure that there is a clear beginning, middle and end in their writing | ComposingDevelop an idea over several sentences | ComposingUse adventurous vocabularyand detail to make their writing lively and interest the reader | Grammar and VocabularyJoin sentences with ‘or’ and ‘but’ and use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences | Grammar and VocabularyWrite expanded noun phrases  |
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| Grammar and VocabularyWrite consistently in ‘past’ or ‘present’ tense | SpellingSpell taught Y2 high frequency words that cannot be easily decoded (‘tricky’ words) | SpellingOften chooses the correct grapheme where there are several options, using knowledge of frequency, position and visual discrimination | SpellingAdd 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 presentationForm 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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| PlanningGenerate ideas for their writing, by combining observations, reading and imagination | Planning / ComposingUse 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 / ComposingPlan, order and organise texts logically | ComposingUse 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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| ComposingSignal sequence, place and time to give coherence to writing | ComposingImprove their writing by using some new vocabulary (from Appendix B – year 3) | EvaluatingProof–read their work for spelling, grammar and punctuation errors | GrammarUse conjunctions to express time, place and cause e.g. when, so, before, after, while, because | GrammarUse 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)** | SpellingCombine phonics, morphology and spelling conventions to spell unfamiliar words | SpellingSpell words with the prefixes in-, il-, im- and ir- | SpellingSpell 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)** | SpellingAdd suffixes beginning with vowel letters to words of more than one syllable, knowing when to double the final consonant e.g. forgetting | Handwriting and presentationWrite with joined handwriting in pen consistently |
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