

Literacy Map – Year 3

GRAMMAR THROUGH READING & WRITING	
Word	Text
<ul style="list-style-type: none"> ● Use noun phrases appropriately and consistently ● Write two-clause sentences with subordinate clauses beginning with the connectives: <i>when, as, while, before and after</i> (time); <i>because, so</i> (cause); <i>if</i> (reason); <i>even though</i> (opposition) ● Know what a possessive pronoun is (my, his, her, our, their, its, your) and use them appropriately ● Use the determiners ‘a’ or ‘an’ according to whether the next word begins with a vowel sound (and elephant, an orange, unvoiced ‘h’ honest) ● Know that adverbs (mostly ly words) add detail to verbs and use them appropriately ● Recognise prepositions as words indicating place (eg. <i>Above, along, around, behind, between, in front of</i>) and use them appropriately 	<ul style="list-style-type: none"> ● Use paragraphs as a way to group related material ● Write in the past and present tenses appropriately and consistently (including the progressive and present perfect forms) ● Know the difference between Standard and Non-Standard English and begin to apply what they have learnt ● Understand and use similes (<i>as bright as the sun, like a wise owl</i>) ● Use headings and sub headings to aid presentation
Punctuation	Sentence
<ul style="list-style-type: none"> ● Use commas in lists appropriately and consistently ● Use speech marks to demarcate the spoken word ● Use apostrophes for omission accurately and consistently <p style="margin-top: 10px;">Key terminology: Adverb, preposition, conjunction, word family, prefix, clause, main clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks)</p>	<ul style="list-style-type: none"> ● Know that a main clause is a part of a sentence that makes sense on its own ● Know that a subordinate clause is a part of a sentence that does not make sense on its own ● Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● Use fronted adverbials for when (<i>As they left,...</i>)
SPELLING (see also Year 3-4 list)	
<ul style="list-style-type: none"> ● Revision of work from Year 1 and 2 ● Adding suffixes beginning with vowels to multi-syllable words ● The l sound spelt y other than at the end of words ● The u sound spelt ou ● Extending prefixes: in, im, ir, il, un, dis, mis, re, sub, inter, super, anti, auto ● The suffix – ation ● The suffix –ly ● Endings which sound like shun spelt – sure, and cher spelt –ture ● Endings which sound like shun spelt -sion 	<ul style="list-style-type: none"> ● The suffix –ous ● Endings which sound like shun, spelt –tion, -sion, -ssion, -cian ● Words with the k sound spelt ch ● Words with the sh sound spelt ch ● Words ending with the g sound spelt gue and the k sound spelt que ● Words with the s sound spelt sc ● Words with the ai sound spelt ei, eigh, or ey ● Possessive apostrophe with plural words ● Homophones or near homophones

WRITING COMPOSITION	HANDWRITING
<p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), building a rich vocabulary and range of sentence structures • in narrative texts, creating settings, characters and plot • in non-fiction, using organisational devices (eg. Heading and sub-headings) • using the perfect form of verbs to mark relationships of time and cause <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing, and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency (eg. The accurate use of pronouns in sentences) • Proof reading for spelling and punctuation marks 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting (eg. By ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
READING COMPREHENSION (see also word reading)	OTHER ORACY (see whole school objective)
<ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising them • Identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of texts (and listening to what others say) • Performing and reading poems and play scripts aloud, showing understanding through intonation, tone, volume and action • Discussing their understanding of texts and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Discussing writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas for writing
RANGE	BOOKS READ IN CLASS
<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories , myths and legends • Identifying recurring themes and elements in different stories and poetry (e.g good triumphing over evil, magical devices) • Learning poetry by heart and recognising different forms of poetry • Preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear • Ensuring pupils have opportunities to write for a range of real purposes and 	<p>Coming soon</p>

audiences as part of their work across the curriculum	
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