



Year 3
SKILLS REVIEW

Year 3 Skill Review

Narrative

Adventure, Mystery, Historical fiction, Science Fiction, Fantasy/Imaginary Worlds, Contemporary Fiction, Dilemma Stories, Myths & Legends, Fables, Traditional & Cultural Tales, Fairy Tales

Story Writing

My story includes an introduction, build-up, climax, resolution and ending

I have used paragraphs

I have used the past tense

Use verbs to describe actions and characters feelings

Use careful description to make an impact on the reader, with strong adjectives and powerful adverbs

I have built up my characters using small details

I used dialogue, with correct punctuation

I used direct speech when characters met

Myths and Legends:

- Children demonstrate that they can classify features of different fiction genres.
- Children can describe similarities and differences between different versions of the same story and support their opinions by referring to evidence in the text.
- Children can identify different features of legends.
- Children demonstrate that they can identify and comment on narrative viewpoints.
- Children can compose and manipulate more complex sentences within a given context.
- Children can make simple notes.
- Children can retell a legend orally, using their own notes to support them.
- Children demonstrate use of techniques to engage and interest their audience when retelling a legend orally Children can reflect on their own performances.

- Identify common features and themes in stories, analyse plots and suggest reasons for actions and events. Investigate the different structures of stories and identify common themes e.g. In a fairy story opening (describe the setting and introduce the main characters, e.g. once upon a time or long, long ago.)
- Ask children to identify the most exciting moment in a story and plot this at the top of a mountain shape. Then plot the other key events. Compare the structure with other genres read and note similarities.
- Sequence the key events using lists, maps and storyboards and describe the key characters with reference to the text.
- Identify with characters and make links with own experience when making judgements about their actions. Can they explain reasons why a character has behaved in a certain way?
- Compare settings in different stories and analyse words and phrases used for description.
- Identify and begin to use connectives to signal time, place and sequence in their own writing. Collect examples of words and phrases that do this in an exciting or dramatic way, for example, 'a moment later...

- Children can write a new version of a legend, identifying their audience and adapting their writing to suit this audience.
- Children can reflect critically on their own writing and edit and improve it.

- Explore different types of sentences in a chosen genre. Highlight simple, compound and complex sentences in different colours and talk about their effects, for example a short sentence for dramatic effect: They were lost. Experiment in their own writing using sentences of different length.
- Plan and write stories based on a familiar story theme/genre own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending) to organise into paragraphs for each stage of the story and ensure that sequence is clear. Use 1st person and past tense consistently.

Letters

I wrote my address on the right-hand side and put the date
 I wrote Dear . . . followed by a comma
 In the first paragraph I explained why I was writing
 In the second paragraph I wrote
 about . . .
 In the third paragraph I wrote a closing statement asking for a reply
 I ended using 'Yours sincerely' or an informal phrase for family and friends
 I was polite
 I used some short sentences and some long sentences using
 conjunctions, for example, 'because', 'but'
 I used the first person ('I', 'my' 'me')
 I used capital letters for the names of people, places and titles

- Analyze letters written for different purposes.
- Identify the key language features and conventions of different types of letters. Review different types of sentence structure.
- Model how to write letters for a specific audience and purpose.
- Plan and write their own letters.

Plays & Dialogue

My play script follows the usual pattern of scripting
I used the correct layout
I did not use speech marks
It has a narrator
The speakers' names are on the left
I started a new line for each new speech
My play script has scenes
I wrote stage directions in brackets
I used adverbs and powerful verbs

- Read and discuss stories, identifying the different characters and voices by using dramatized reading/puppets.
- Identify the features and conventions of written dialogue, demonstrate and then write dialogue.
- Compare this with a play based on the same story. Write and perform play scripts based on familiar stories.
- Discuss the role of the narrator in stories and play-scripts. Take part in dramatised readings.
- Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters' feelings, motives and relationships.
- Role-play dialogue between characters.
- Compose new dialogue for characters using conventions for punctuating and presenting speech

Information Texts e.g. Leaflets, Discussion texts, Explanatory texts, Instructional texts, Persuasion texts, Non-chronological reports, Recounts

Non-Chronological Report

I used clear, bold writing for my page title
I included an introductory paragraph
I included subheadings – some written as questions to interest the reader
I used technical words to do with the subject
I included labelled diagrams
I wrote captions for pictures and diagrams
I organised information into paragraphs and linked them to the categories in my spider gram

- Children can find a key word using an index and then locate the relevant information on a page.
- Children demonstrate that they have understood information read from a book or screen by noting the main points.
- Read an example of a non-chronological report and identify its structure and features (title, set-up, content; introduction with general statements; paragraphs with more detailed descriptions of specific aspects; factual information).

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| <p>I used present tense (or past tense for historical reports) I included facts or pieces of information written in sentences I used only factual adjectives I used full stops and capital letters in the right places I included a question to the reader, for example 'Did you know?'</p> | <ul style="list-style-type: none"> • Assemble further examples of report texts, in guided reading for example and check for common features. Discuss use of pictures, diagrams, etc. to enhance the presentation of information. <ul style="list-style-type: none"> • Identify the main points in a report, and note how the information is arranged into paragraphs. Identify and explore language features (present tense, third person). • Children note information collected from reading more than one source and present it in the form of a non-chronological report. <p>Children can use clear language and presentational features to make and present their own oral presentation interesting of their report.</p> |
| <p style="text-align: center;"><u>Instructions</u></p> <p>I started by stating the goal I listed the items needed I wrote instructions in sequenced steps I used numbers, bullet points or time connectives I added additional information in a separate box I used diagrams to make it clearer I put the verbs first and in the present tense My instructions are written in the second person I used clear, precise language</p> | <ul style="list-style-type: none"> ▪ Respond to and follow both oral and written sequences of instructions. ▪ Explain organizational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points. ▪ Compose sentences using tense consistently (present, past and imperative). ▪ Children can recognize the structure and language features of an instructional text. ▪ Children can express a view clearly as part of a class or group discussion. ▪ Children can orally produce instructions, evaluate their |

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| | <p>effectiveness and develop them into a chronological sequence.</p> <ul style="list-style-type: none"> ▪ Children can write an instructional text using selective adverbial language, sequenced imperative statements and presentational features such as bullet points or numbering |
| <p style="text-align: center;">Persuasive Argument</p> <p>I started by stating the issue and my opinion of it I supported my arguments with reasons and factual evidence I used logical and cause and effect connectives to link arguments in paragraphs I summarised my arguments I used some/all of the following persuasive devices:</p> <ul style="list-style-type: none"> • emotive language • rhetorical questions • cause and effect connectives • daring the reader to disagree making my opinions sound like facts | <p style="text-align: center;">Persuasive advertisement, flyer or poster</p> <ul style="list-style-type: none"> • I started with a question • I placed the object or event being advertised in the centre <ul style="list-style-type: none"> • I put a concluding statement at the end • I tried to persuade my reader by using; <ul style="list-style-type: none"> • Slogans and wordplay <ul style="list-style-type: none"> • alliteration • repetition and rhyme • I grabbed attention by using different fonts, sizes and colours |
| <p style="text-align: center;">Explanation and Information Books</p> <p>My title 'How . . .' or 'Why. . .' indicates what I am writing about My opening statement introduces the topic and addresses the reader A series of logical steps explains how or why something happens I have included a diagram My concluding summary or statement relates the subject to the reader</p> | <ul style="list-style-type: none"> ▪ Find a key word using an index and then locate the relevant information on a page Children can find a key word using an index and then locate the relevant information on a page. ▪ Children demonstrate that they have understood information read from a book or screen by noting the main points. ▪ Children can make and use a class glossary of special interest words related to the investigation and give explanations and definitions. |

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| <p>I have given additional information in boxes I have used the present tense I have used time and causal connectives My glossary explains technical language</p> | <p>Children can follow a line of enquiry emerging from their own questions.</p> <ul style="list-style-type: none"> ▪ Vocabulary and causal connectives to explain a process or phenomenon. ▪ Children can model a process using models, pictures and diagrams and explain the process to peers. ▪ Children can recognize the structure and language features of an explanation text. ▪ Children can make choices about the best way to present information in an explanation text, using flow charts and diagrams. <p>Children note information collected from reading more than one source, their own practical work in another curriculum area and the use of visual representation that models a process. This is presented as a written, diagrammatic explanation text or as an oral presentation using a flow chart or diagram for support</p> |
| <p style="text-align: center;"><u>Discussion Texts</u></p> <p>I have used a clear opening statement I gave arguments for and against I supported the arguments with evidence I used a concluding statement I used the present tense and third person I linked arguments and paragraphs using connectives</p> | <p>Children will examine a variety of simple arguments and discussions, identifying ideas for and against. The same elements will then be explored in terms of their own speaking and writing.</p> <p>Children will follow and evaluate the arguments of others, and then construct and evaluate their own reasoning both orally and in writing.</p> <p>They will develop their ability to discuss issues from both a biased and a balanced standpoint, exploring others viewpoints.</p> |

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| <p><u>Poetry</u></p> <p>Performance Poetry Shape Poetry & Calligrams Language Play Free verse Visual poems Structured poems</p> | <p>I used powerful verbs I used adjectives I used alliteration I used onomatopoeia I used simile I used precise nouns I used rhyming words I used a layout that is the shape of the subject</p> | <ul style="list-style-type: none"> • Read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. • Select a poem with a distinctive pattern and, using this as a framework, model how to construct a poem using the same model and rhythm but with a different subject or focus. • Children work in groups to decide on the focus of their poem and gather ideas and possible words and phrases to include. They make use of rhyming dictionaries, either printed or on screen. <p>Groups then rehearse and perform their poems and evaluate each other's contributions.</p> | <ul style="list-style-type: none"> • Read, discuss and analyze a range of poems that play with language. These could include puns, riddles, nonsense verse, cautionary poems, word games, word puzzles, etc. • Provide opportunities for children to perform some of their favorite examples considering volume, pace, expression and the use of different voices. Play some poetry games with the children to generate nonsense phrases, unusual rhymes, unusual combinations of adjectives and nouns, etc. • Select a particular form and, in shared composition with the children, build up a poem that follows a model seen in the examples read earlier. • Write poetry that uses sound to create effects, for example onomatopoeia, alliteration, distinctive rhythms; • Children then work in pairs or groups to devise their own poems and write them on screen |
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Year 3 Overview

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| Narrative, plays and scripts | Stories with familiar settings | Myths and legends | Adventure and mystery | Authors and letters | Dialogue and plays |
| Non-fiction | Reports | | Instructions | | Information texts |
| Poetry | Poems to perform | | Shape poetry and calligrams | | Language play |

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| Speaking and Listening | <ul style="list-style-type: none"> • to organise and shape what they say, selecting relevant ideas and using appropriate vocabulary to interest their listeners • to organise and adjust what they say according to listeners' needs, including the use of spoken standard English when appropriate • to identify the main points of what has been said and ask questions to clarify meaning • to reflect on their own and others' speech and investigate how it varies • to take different roles and make relevant contributions in group discussion and role play • to explain their opinions and ideas, modifying them in the light of what they have heard • to use dialogue and discussion to build up and refine ideas collaboratively in groups • to convey action, themes and emotions through role play, improvisation and drama |
| Phonics & Spelling | <ul style="list-style-type: none"> • Spell high and medium frequency words • Attempt to segment and spell unfamiliar words and recognise and apply common spelling patterns and conventions |

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| | | <ul style="list-style-type: none"> • Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words • Spell words containing prefixes and suffixes, e.g. un, dis, ly, ful • Use apostrophe for omission, e.g cannot • Double the final consonant e.g. win – winning • Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules |
| Writing | Purpose & Organisation | <ul style="list-style-type: none"> • Use planning to establish clear sections for writing • Use appropriate language to make sections hang together • Signal people, place and time to give coherence • Group related material together into paragraphs • to plan, discuss and review their work in order to improve it, including using ICT where appropriate • to combine written text with illustration, moving image and sound • to communicate with known audiences using ICT where appropriate • discuss and draft how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work • to form letters correctly and type accurately • to create and shape their writing for different readers, choosing appropriate vocabulary |
| | Process | <ul style="list-style-type: none"> • to generate and collect suitable words and phrases before writing collaboratively |
| | Style Language effects Sentence structure and Punctuation | <ul style="list-style-type: none"> • to recognise and use different sentence constructions and write using simple and compound sentences • Use capital letters and full stops when punctuating sentences. • Compose sentences using tense consistently (present and past) • Compose sentences using adjectives, verbs and nouns for precision, clarity and impact. • Use question marks, and use commas to separate items in a list. • Use exclamation marks and speech marks accurately • Show relationships of time, reason and cause through subordination and connectives • to discuss how punctuation affects meaning, clarifies structure and represents pace and emphasis |

