

English Attainment Statements

English Aspect: Speaking and listening	Ongoing throughout the year
Pupils:	
listen and respond appropriately to adults and their peers.	
ask relevant questions to extend their understanding and knowledge.	
use relevant strategies to build their vocabulary.	
articulate and justify answers, arguments and opinions.	
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
speak audibly and fluently with an increasing command of Standard English.	
participate in discussions, presentations, performances, role play, improvisations and debates.	
gain, maintain and monitor the interest of the listener(s).	
consider and evaluate different viewpoints, attending to and building on the contributions of others.	
select and use appropriate registers for effective communication.	

English Aspect: Reading -Word reading	Ongoing throughout the year
Pupils:	
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) (see spelling) both to read aloud and to understand the meaning of new words they meet.	
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	

English Aspect: Reading Comprehension and Enjoyment	Ongoing throughout the year
Pupils develop positive attitudes to reading and understanding of what they read by:	
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
reading books that are structured in different ways and reading for a range of purposes.	
using dictionaries to check the meaning of words that they have read.	
increasing their familiarity with a wide range of books, fairy stories, myths, legends, and retelling some of these orally.	
recommending books that they have read to their peers, giving reasons for their choices.	
identifying and discussing themes and conventions in and across a wide range of books.	
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
discussing words and phrases that capture the reader's interest and imagination.	
recognising some different forms of poetry [for example, free verse, narrative poetry].	
Pupils understand what they read, in books they can read independently, by:	
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	
asking questions to improve their understanding.	
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 these.	
identifying how language, structure and presentation contribute to meaning.	
retrieve and record information from non-fiction.	
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	

Writing genres Year 3 Main (focus in bold)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction - Narrative Fractured stories	Non-fiction Journalistic writing Story Instructions (recipe) Recount (biography)	Poetry List poems Shape poems Acrostic poems Kenning poems Riddles	Mixed genre Information text Story instructions	Mixed genre Author study with dialogue Information texts Recount - (biography) Play script	Mixed genre The Pied Piper of Hamelin - poem by Robert Browning Drama Explanation Letter of complaint Recount story
Children learn some of the characteristic language features and structures of different text types, and to apply them in their own writing. Their writing is clearly informed by audience and purpose. Children can apply their skills across a range of contexts in different forms.					

English Aspect: Writing - transcription - Spelling				Autumn	Spring	Summer
Pupils can/ can spell:						
Add suffixes beginning with vowel letters to words of more than one syllable. Examples: forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation						
Words with the /ɪ/ sound spelt y elsewhere than at the end of words. Examples: myth, gym, Egypt, pyramid, mystery.						
Words with the /ʌ/ sound spelt ou . Examples: young, touch, double, trouble, country.						
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French origin) Examples: league, tongue, antique, unique						
Words with: prefixes: un- , dis- , mis- , in- Examples: un- : unhelpful, dis- : disappoint, disagree, disobey; mis- : misbehave, mislead, misspell (mis + spell), in- : inactive, incorrect; il- , im- , ir- , re- Examples: il- : illegal, illegible im- : immature, immortal, impossible, impatient, imperfect; ir- : irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate Sub- (under), inter- (between), super- (above), anti- (against), auto- (self) Examples: sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph						
Words with the Suffix -ation (added to verb to form noun) Examples: information, adoration, sensation, preparation, admiration						
Words with the Suffix -ly (added to adjective to form adverb) Examples: sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically						
spell words that are often misspelt						
Words with the endings -sure and -ture Examples: measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure						
Words ending with -sion Examples: division, invasion, confusion, decision, collision, television						
Non-standard plurals Examples: children, mice, sheep -f, -fe plurals Examples: half/halves, knife/knives						
use the first two or three letters of a word to check its spelling in a dictionary						
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.						
use dictionaries to check the spelling and meaning of words						
use a thesaurus.						
Pupils spell the following words:						
actual(ly)	address	appear	bicycle	build	caught	
centre	century	certain	circle	decide	different	
difficult	disappear	early	earth	enough	exercise	
experience	experiment	extreme	favourite	February	fruit	
group	heard	heart	history	island	learn	
material	medicine	mention	naughty	notice	often	
possess(ion)	possible	potatoes	pressure	quarter	question	
recent	regular	remember	strange	strength	surprise	
therefore	though	although	thought	woman	women	

English Aspect: Writing - transcription - Handwriting		Ongoing throughout the year
Pupils can:		
Join their handwriting correctly.		
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 [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		

English Aspect: Writing - Composition	Ongoing throughout the year
plan their writing by:	
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	
discussing and recording ideas.	
draft and write by:	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures .	
organising paragraphs around a theme.	
in narratives, creating settings, characters and plot.	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings].	
using a wide range of devices to build cohesion within and across paragraphs.	
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	
evaluate and edit by:	
assessing the effectiveness of their own and others' writing and suggesting improvements.	
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
proof-read for spelling and punctuation errors.	
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	

English Aspect: Writing - vocabulary, grammar and punctuation	Ongoing throughout the year
Pupils:	
Word:	
Know the grammatical difference between plural and possessive –s.	
Use Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>].	
Can use the present perfect form of verbs in contrast to the past tense.	
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	
Use conjunctions, adverbs and prepositions to express time and cause.	
Sentence:	
Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	
Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>).	
Use fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	
Punctuation:	
Use of paragraphs to organise ideas around a theme.	
Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	
Use and punctuate direct speech accurately and appropriately.	
Text:	
Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]	
Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>].	
Use of commas after fronted adverbials .	
Terminology:	
use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading:	
determiner	
pronoun, possessive pronoun	
adverbial	

Examples of pupil writing - year 3

The Elves And The Shoemaker Letter

Following a reading and retelling of several traditional stories, pupils were asked to select an event from one of the stories and to recount this to a friend in a letter from a particular character's viewpoint. Pupils were asked to pay attention to descriptive language and sentence openers while writing. The writing is independent. The pupil read the letter aloud to a group using appropriate intonation and volume. Typed for clarity. Corrections in brackets made through editing and proof-reading.

Address inserted

Date inserted

Dear Ruby

You will not believe the news I have about our beautiful shoe shop. My husband can't quite cope because he only had one sheet of leather left. He said, "These are the last shoes we have to sell." Later that evening we were getting tired so we went to bed.

The following day we were amazed because there there was ... shoes! So later on a costomer came in and he paid 3 x more what the shoes cost! Then the next thing I new (knew) we had enough money to by two more pieces of leather and we had enough money to by some delicious food.

Eventually, we decided to stay up. The clock struck midnight there, there was (were) two little figers they were ... two elves! We wanted to say thank you so we made some clothes. We made some shoes, some socks, some trousers and T-shirts. They would rather keep there (their) hats though. They helped us for a long time and we became rich. It has been unbelievable.

Yours sincerely

Martha

The BFG

The teacher read the novel The BFG by Roald Dahl to the class and pupils watched the animated film version to explore elements of the main character. Pupils were asked to write a character profile of the BFG. The teacher modelled how to build up a character description. The writing is independent.

The BFG
 Nothing like this mysterious man had ever been seen before at night or at day. He has huge ears and a very friendly face with quite a long nose. I thought he might be a madman! Every night the the malicious man wears a white shirt with a brown waist coat and two green trousers on the right leg he had a woman. Dated on his trousers as well. He goes to the town every night blowing great dreams to little children. He also forgets the bad dreams. This mysterious mans name was the BFG! The BFG's voice is so loud it is loud as a lion. He was so so child caring for Soggi and other children because he put dreams in his machine trumpet and blew it out. The BFG was nice and friendly but the blood water was ugly and horrible. We know that because he saved Soggi from the blood water. Soggi loved the BFG because he loved to sing and dance so he was very joyful. The BFG is well named because his palate is to the green and sometimes he did speak a bit funny when he spoke. I wish he was my best friend.

Sealife Centre

Pupils were invited to write about something they enjoyed doing during a half term holiday. Pupil C produced this information text based on a visit to the Sea Life Centre. A range of information texts about the various creatures was used by the pupil to make notes prior to writing, hence the accurate spelling of the creatures mentioned. The pupil used photographs taken on the visit as the basis for organising the writing. The pupil drew on notes made when writing independently.

SEALIFE

On Monday I visited the sea life centre with my family. The Sea Life centre in Birmingham has more than 1000 species including Hammerhead Sharks, Giant Turtles, seahorses, otters and rays.

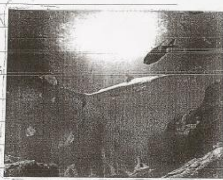
When you visit the centre you can get really close to the creatures and find out about them.

• Giant penguins
 The giant creature is known as the giant penguins. They are very fast swimmers.



A penguin fact!
 Penguin poo is called guano!

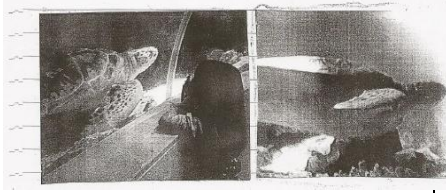
• Black Tip Reef Shark
 These sharks normally live in tropical coral reefs of the Indian and Pacific oceans. I thought they were amazing!



Shark Fact!
 Blacktip Reef Sharks have an average lifespan of 12 years.

• Green Sea Turtles

Most Green Turtles come from Ascension island, near a wall. They live to be over 100 years old. The turtle at the Sea Life centre is a Malakai. I was amazed how big he was.



• Jelly Fish



Jellyfish move like ghosts through the water. They swim by contracting movements of their umbrella or float easily.

• Jelly Fish Fact!
 Most jellyfish are harmless but some can kill like the Box Jellyfish.

• Sea Horse

There are more than 20 types of sea horse and most of them are very rare. The Sea Life Centre is trying to save sea horses of the future.



• Sea Horse fact!
 Sea horses are not good swimmers. They wrap their tail around plants so they don't float away.