

Changes to the English Curriculum: Year 3

Note that the new curriculum has Years 3 and 4 combined in one programme of study

At a glance

How does the new curriculum compare to the Primary Framework (2006)?

What's gone?	What's been added? (To the Year 3 and 4 curriculum)
<ul style="list-style-type: none"> Identifying presentational features of broadcast texts Explicit mentions of drama (except performing scripts) Use of layout, graphics & font for presentation Keyboard/typing skills 	<ul style="list-style-type: none"> Recognise different forms of poetry Prepare poetry for performance Using fronted adverbials Increased requirements for spelling & grammar (see appendices mentioned below) Evaluate, edit & proof-read own writing

In detail

This section displays the objectives of the old National Curriculum organised according to the QCA units published from 2000 against the new objectives in the 2014 Primary Curriculum

Red indicates no longer required in Year 3; content now covered in KS1; green content is new to Year 3

Speaking & Listening	
The National Curriculum objectives for Spoken Language are generic across Key Stages 1 and 2	
choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds	speak audibly and fluently with an increasing command of Standard English select and use appropriate registers for effective communication
explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
sustain conversation, explain or giving reasons for their views or choices	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments consider and evaluate different viewpoints, attending to and building on the contributions of others
follow up others' points and show whether they agree or disagree in whole class-discussion	
identify the presentational features used to communicate the main points in a broadcast	Not specifically mentioned
identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus	Not specifically mentioned
use talk to organise roles and action	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Actively include and respond to all members of the group	No mention of group work
Use the language of possibility to investigate and reflect on feelings, behaviour or relationships	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
present events and characters through dialogue to engage the interest of an audience	Drama no longer mentioned
use some drama strategies to explore stories or issues	Drama no longer mentioned
identify and discuss qualities of others' performances, including gesture, action, costume	Drama no longer mentioned



Reading: Word reading skills & strategies	
read independently using phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
recognise a range of prefixes and suffixes and how they modify meaning	
	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading: Understanding & Interpreting Texts ; Engaging with reading	
identify and make notes of the main points of section(s) of text	retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these
infer characters' feelings in fiction and consequences in logical explanations	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
identify how different texts are organised, including reference texts, magazines, leaflets, on paper & screen	identifying how language, structure, and presentation contribute to meaning
explore how different texts appeal to readers using varied sentence structures and descriptive language	
share and compare reasons for reading preferences, extending range of books read	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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
empathise with characters and debate moral dilemmas portrayed in texts	
identify features that writers use to provoke readers' reactions	identifying themes and conventions in a wide range of books
	using dictionaries to check the meaning of words that they have read
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	Recognising some different forms of poetry

Writing: Create & Shape Texts; Text Structure & Organisation	
make decisions about form and purpose, identify success criteria and use them to evaluate their writing	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
use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved	in narratives, creating settings, characters and plot
write non-narrative texts using structures of different text types	in non-narrative material, using simple organisational devices
select and use a range of technical and descriptive vocabulary	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich

	vocabulary
use layout, format, graphics, illustrations for different purposes	No longer required
signal sequence, place and time to give coherence	using conjunctions, adverbs and prepositions to express time and cause
group related material into paragraphs	organising paragraphs around a theme
	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

Writing: Sentence Structures	
show relationships of time, reason and cause, through subordination and connectives	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause
compose sentences using adjectives, verbs and nouns for precision, clarity and impact	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
clarify meaning through the use of exclamation marks and speech marks	using and punctuating direct speech
	using the present perfect form of verbs in contrast to the past tense
	using fronted adverbials
	using commas after fronted adverbials
	indicating possession by using the possessive apostrophe with singular and plural nouns
	Using the details from the grammar Appendix 2

Writing: Word Structure & Spelling	
spell unfamiliar words using known conventions and rules and a range of strategies including phonemic, morphemic and etymological	Implied for KS1
spell words containing short vowels, prefixes and suffixes and inflections, doubling the final consonant where necessary	use further prefixes and suffixes and understand how to add them
	spell further homophones
	spell words that are often misspelt
	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
	use the first 2 or 4 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.



Writing: Presentation	
write neatly and legibly with handwriting generally joined, consistent in size and spacing	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
use keyboard skills to type, edit and redraft	No longer required

