

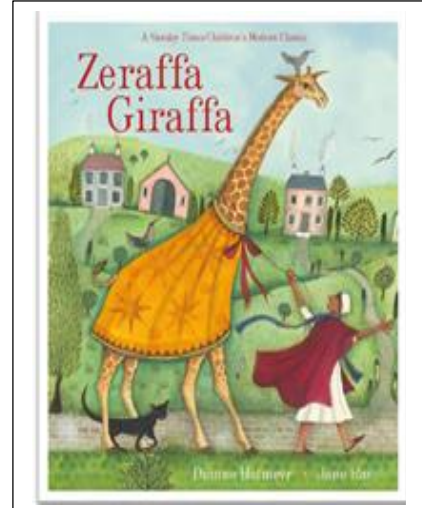


Helsby Hillside Primary School – English Y3 Summer 2 - Key Learning Overview

Zeraffa Giraffa by Dianne Hofmeyr

Vocabulary development:

astonishing	acacia
epic	pasta
see-sawed	felucca
sip	awning
cobblestones	amulet
glimpse	taffeta
salon	vineyard
soiree	mistral
rustle	mosaic
balmy	pivot



	Children will be able to:
Speaking and listening	<p>Listen and respond</p> <p>Build vocabulary</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Use Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of listener(s)</p> <p>Select and use appropriate registers for effective communication</p>
Reading	<p>Read for a range of purposes</p> <p>Use dictionaries to check the meanings of words</p> <p>Explain meaning of words in context</p> <p>Ask questions to improve understanding of a text</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence</p> <p>Predict from details stated and implied</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>
Writing	<p>Build an increasing range of sentence structures</p> <p>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</p>

Spelling	<p>As well as revising and consolidating previous grapheme-phoneme correspondences (GPCs) and spelling rules taught in KS1, Pupils in Y3 will/Will be able to:</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable and remember the rule for when to double final consonant (eg gardening, forgetting)</p> <p>Know when to use a letter 'y' for the /I/ sound within a word eg. gym, mystery</p> <p>Use 'ou' instead of 'u' in words such as double, young, country</p> <p>Understand how the prefixes un-, dis-, mis- , -il and in- have negative meanings when added to a root word</p> <p>Understand meanings of prefixes re-, sub-, inter-, super-,anti-, auto-</p> <p>Be able to add suffix –ation to verbs to form nouns</p> <p>Be able to add suffix –ly to an adjective to form an adverb</p> <p>Be able to spell words with the appropriate ending –sure and –ture (eg. measure and picture)</p> <p>Be able to spell words with ending –sion (eg division, invasion, television)</p>
Handwriting	<p>By the end of the year pupils will/Will be able to:</p> <p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting ensuring that downstrokes are parallel and equidistant and that ascenders and descenders do not</p>
Writing Outcome	<p>Persuasion: tourism leaflet for the Jardin des Plantes in Paris</p> <p>Greater Depth - Include a section of a researched Paris landmark</p>