



The Core Knowledge Sequence UK

English Language and Literature: Year 3

I. LISTENING AND SPEAKING

Teachers: Traditional English language instruction has typically accorded little, if any, attention to the ongoing development of children's listening and speaking ability. This failure to focus on the development of oral language in English Language instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with pupils' oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. CLASSROOM DISCUSSION

- Maintain attention and actively participate in age-appropriate discussions about a variety of topics, ideas and texts, in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions.
 - For example: look at and listen to the speaker, raise hand to speak, take turns, say 'excuse me' or 'please,' etc.
- Ask closed and open questions to clarify conversations, directions, exercises and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on a topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.
- Participate in a conversation or group discussion by making reference to, or building upon, a comment made by the other person.
- Identify and express physical sensations, mental states and emotions of self and others.
- Understand and use language to express spatial and temporal relationships.
 - For example: *up, down, first, last, before, after*, etc.
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as 'Don't judge a book by its cover' and 'Better late than never'.
- Recognise and discuss body language; 'read the signs'.

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, stories and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS: ALL TEXTS

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation

but also to the richer and more formal language of books. This can be done by frequently reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

In Year 3, pupils are becoming increasingly skilled as independent readers. Nevertheless, research indicates that pupils' reading comprehension ability does not catch up to listening comprehension until they are in Key Stage 3. It is therefore still important to provide for children in Year 3 extensive reading experiences of both fiction and non-fiction texts.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex, yet always accessible. Levelled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with pupils for whom English is a second language.

Age-appropriate read-aloud selections for poetry and fiction are included below. Non-fiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Year 3 pupils in the *Core Knowledge Sequence UK*, with emphasis on history and science selections. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which non-fiction read-alouds are presented, to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any reading, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to practise orally comparing, analysing and synthesising ideas in written text in much the same way as they will be expected to do as independent readers in later years.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text and poems.
- Distinguish the following genres of literature:
 - Fiction
 - Non-fiction
 - Reportage
 - Drama.
- Grasp specific details and key ideas
 - Describe illustrations.
 - Sequence four to six pictures illustrating events in a read-aloud.
 - Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, why, etc.
 - Retell key details.
 - Summarise in one's own words selected parts of a read-aloud.
 - Ask questions to clarify information in a read-aloud.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in read-aloud.
- Observe craft and structure
 - Understand and use words and phrases heard in read-alouds.
 - Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
 - Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- Integrate information and evaluate evidence. (Note: prior to listening to a read-aloud, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read aloud. Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.)

- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to the predictions.
- Answer questions that require making interpretations, forming judgements or giving opinions about what is heard in a read-aloud, including answering 'why' questions that require recognising cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS: FICTION, DRAMA, AND POETRY

- Retell a story, using narrative language to describe characters, setting(s) and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s) and the plot of the story in a proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale or myth.
- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories:
 - Author
 - Illustrator
 - Characters
 - Setting
 - Plot
 - Dialogue
 - Personification
 - Simile
 - Metaphor
- Identify repetitions in phrases, refrains or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places and events.
- Describe the use of rhyme, rhythm and sensory images used in poetry.
- Identify direct speech.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS: NON-FICTION AND INFORMATIONAL TEXT

Teachers: Select non-fiction read-aloud topics from the Year 3 history, science, music, and visual arts topics, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a non-fiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorise and organise facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. READING

A. READING COMPREHENSION: ALL TEXTS

Teachers: At the start of Year 3, pupils should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading. This increased focus on reading comprehension is reflected in the number and complexity of the objectives below, as compared to earlier years. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children's ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of text—the majority of which is decodable—after independent reading.
- Grasp specific details and key ideas
 - Sequence four to six pictures illustrating events from a text that has been read independently.
 - Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, why etc.) about a text that has been read independently.
 - Retell key details from a text that has been read independently.
 - Summarise in one's own words selected parts of the text.
 - Ask questions to clarify information about a text that has been read independently.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Observe craft and structure
 - Identify basic features and what they mean, including title, author, table of contents, chapter headings and captions.
 - Understand and use words and phrases from a text that has been read independently.
 - Compare and contrast similarities and differences within a single text or between multiple texts read independently.
 - Make personal connections to events or experiences in a text that has been read independently and /or make connections among several texts that have been read independently.
- Integrate information and evaluate evidence. (Note: prior to reading, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read. Use pictures accompanying the written text to check and support understanding of the text.)
 - Make predictions prior to and while reading, based on the title, pictures and/or text heard thus far and then compare the actual outcomes to the predictions.
 - Answer questions that require making interpretations, forming judgements or giving opinions about what is heard in a read aloud, including answering 'why' questions that require recognising cause/effect relationships.
 - Interpret information that is read independently and then ask additional questions to clarify this information.
 - Identify who is telling a story or providing information in a text.
 - Identify temporal words that link and sequence events, i.e., *first, next, then*, etc.
 - Identify words that link ideas, i.e., *for example, also, in addition*.
 - Identify words that contrast ideas, i.e., *however, but*.

B. READING COMPREHENSION: FICTION, DRAMA AND POETRY

- Retell or dramatise a story, using narrative language to describe characters, setting(s) and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to or using dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale or myth.

- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories:
 - Author
 - Illustrator
 - Characters
 - Setting
 - Plot
 - Dialogue
 - Personification
 - Simile
 - Metaphor
- Identify repetitions in phrases, refrains or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places and events
- Describe the use of rhyme, rhythm and sensory images used in poetry.

C. READING COMPREHENSION: NON-FICTION AND INFORMATIONAL TEXT

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a non-fiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorise and organise facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to text read independently.
- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish text that describes events that happened long ago from those that describe contemporary or current events.

III. WRITING

Teachers: Pupils develop ever-increasing code knowledge and fluency in reading during Year 3 and, as a result, most will also become increasingly comfortable and competent in expressing their thoughts and ideas in writing.

Teachers should, however, have age-appropriate expectations about what Year 3 pupil writing should resemble. Pupils' spelling skills will often lag behind the code knowledge they demonstrate in reading. It is reasonable to expect that the pupils will use the letter-sound correspondences they have learned thus far to set down plausible spellings for the sounds in the word.

For example, a pupil who writes *coller* for *collar*, *wate* for *wait* or *weight* has set down a plausible spelling for each sound in the word, using the code knowledge taught in this year. This should be seen as acceptable spelling for this stage of literacy acquisition. With continued writing practice, pupils should begin to include more dictionary-correct spellings for words that they read and write frequently. Dictionary correct spelling as the rule will be a realistic goal when pupils have learned more spellings, have had repeated writing practice opportunities and have learned how to use a dictionary to check spelling.

For Year 3 children, teachers should continue to model the use of a writing process, such as 'Plan-Draft-Edit', as pupils learn to write in various genres. It is important, though, not to dampen pupil enthusiasm for writing by rigidly insisting that *all* of a pupil's writing be edited over and over again to bring the text to 'publication' stage. In Year 3, teachers should achieve a sensible balance that encourages children to use their current level of skills when writing, as well as a simple editing rubric for review, without stifling creative expression.

A. WRITING TO REFLECT AUDIENCE, PURPOSE AND TASK

- Add details to writing.
- Begin to use tools, including technology, to plan, draft and edit writing.

B. CONDUCTING RESEARCH

- Gather information from experiences or provided text sources

C. NARRATIVE WRITING

- Write a familiar story that includes setting(s), character(s), dialogue and, if appropriate, several events, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative.

D. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including beginning and concluding sentences, facts and examples relevant to the topic and specific steps (if writing explanatory text).
- Group similar information into paragraphs.
- Use linking words such as *also*, *another*, *and*, etc. to connect ideas within a paragraph.

E. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details, such as *because*, *also*, *another*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. LANGUAGE CONVENTIONS**A. SPELLING**

- Apply basic spelling conventions.
- Use basic capitalisation and punctuation in sentences to convey meaning.
- Write phonemically plausible spellings for words using current knowledge, e.g. write *coller* for *collar*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Alphabetise words to the second letter.
- Use a children's dictionary, with assistance, to check spelling and verify the meaning of words.
- Identify and use synonyms, antonyms, homophones and compound words.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Form sentences and paragraphs to communicate thoughts and ideas.
- Recognise, identify and use correct noun-pronoun agreement orally, in written text and in own writing.
- Recognise, identify and use common and proper nouns, orally, in written text and in own writing.
- Recognise, identify and use the articles *a* and *an* appropriately orally, in written text and in own writing.
- Recognise, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
- Recognise, identify and use selected regular and irregular past, present and future tense verbs orally, in written text and in own writing.
- Recognise, identify and use subject, object and possessive pronouns, orally, in written text and in own writing.
 - For example: *I, me, mine, you, yours, he, him, his, she, her, hers, it, its, they, them, theirs*
- Recognise, identify and use adjectives orally, in written text, and in own writing.
- Recognise, identify and use possessive pronouns that function as adjectives, orally, in written text and in own writing.
 - For example: *my, your, his, her, its, their*
- Recognise, identify and use adverbs orally, in written text and in own writing.

- Recognise, identify and use subjects and predicates, orally, in written text and in own writing.
 - For example (subject is in bold and predicate is in italics): **Anna** *scored a goal*.
- Recognise, identify and use statements, questions, and exclamations orally, in written text and in own writing.
- Recognise, identify and use complete simple and compound sentences.

C. CAPITALISATION AND PUNCTUATION

- Capitalise the first word in a sentence, the pronoun 'I', and proper nouns (e.g. names and places), months, days of the week, titles of people and addresses.
- Recognise, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people and addresses.
- Identify and use end punctuation, including full stops, question marks and exclamation marks.
- Use commas appropriately in greetings and closings of letters, dates, items in a series and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., dog's paw.
- Use speech marks appropriately to designate direct speech.

V. POETRY

- Become familiar with the following works:
 - Bee! I'm Expecting You (Emily Dickinson)
 - Caterpillars (Aileen Fisher)
 - Conch Shell (Federico Garcia Lorca)
 - Discovery (Harry Behn)
 - Five Friendly Farmers (Anon)
 - How To Find My House (Roger Stevens)
 - Hurt No Living Thing (Christina Rossetti)
 - The Answer (Allan Ahlberg)
 - The Night Before Christmas (Clement Clarke Moore)
 - On the Ning Nang Nong (Spike Milligan)
 - Rickety Train Ride (Tony Mitton)
 - Sing a Song of Sixpence (traditional)
 - Something Told the Wild Geese (Rachel Field)
 - There Is a Young Lady, Whose Nose (Edward Lear)
 - There Was an Old Man with a Beard (Edward Lear)

VI. FICTION

Teachers: The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children—for example, *Charlotte's Web* or 'How the Camel Got His Hump'. It is recommended that you provide a mixture of texts. Editions designed for beginning readers can help children practise decoding skills. Texts, which children may not be capable or reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that goes beyond the limits of age-appropriate reading texts is an important part of developing an increasingly sophisticated verbal sense.

The titles below constitute a core of stories for Year 3. Expose children to as many more stories as possible, including classic picture books, books to be read aloud, etc. (In schools, teachers across the year groups should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose—biographies, books on science and history and books on art and music—and they should be given opportunities to tell and write their own stories. We will also explore Ancient Greek myths and British tall tales.

A. STORIES

- Become familiar with the following works:
 - Beauty and the Beast (traditional)
 - A Christmas Carol (Charles Dickens)
 - The Emperor's New Clothes (Hans Christian Andersen)
 - The Fisherman and His Wife (Brothers Grimm)
 - How the Camel Got His Hump (a 'Just So' story by Rudyard Kipling)
 - The Magic Paintbrush (a Chinese folktale)
 - Please Look After this Bear (Michael Bond)
 - Selections from *Peter Pan* (James M. Barrie)
 - The Story of the Seventh Daughter (a folktale from Bengal)
 - Talk (a West African folktale)
 - The Tongue-Cut Sparrow (a folktale from Japan)

B. MYTHOLOGY OF ANCIENT GREECE

[Builds on World History and Geography from Year 2: The Ancient Greek Civilisation.]

- Become familiar with the following Gods of Ancient Greece (and Rome):
 - Zeus (Jupiter)
 - Hera (Juno)
 - Apollo (Apollo)
 - Artemis (Diana)
 - Poseidon (Neptune)
 - Aphrodite (Venus)
 - Demeter (Ceres)
 - Ares (Mars)
 - Hermes (Mercury)
 - Athena (Minerva)
 - Hephaestus (Vulcan)
 - Dionysus (Bacchus)
 - Hades (Pluto)
- Become familiar with Mount Olympus, the home of the gods.
- Become familiar with mythological creatures and characters:
 - Centaurs
 - Cerberus
 - Pegasus
 - Pan
- Become familiar with Greek Myths
 - Prometheus (how he brought fire from the gods to men)
 - Pandora's Box
 - Oedipus and the Sphinx
 - Theseus and the Minotaur
 - Daedalus and Icarus
 - Arachne the weaver
 - Swift-footed Atalanta
 - Demeter and Persephone
 - Hercules (Heracles) and the Labours of Hercules

C. BRITISH FOLK HEROES AND TALL TALES

[Builds on St George and King Arthur, which were introduced in Year 1.]

- Become familiar with the following folk heroes and tall tales
 - Albion and Brutus
 - Dick Whittington, Lord Mayor of London
 - King Arthur
 - The Sword Excalibur

- Guinevere
- Merlin and the Lady of the Lake
- Sir Lancelot
- Robin Hood

D. LITERARY TERMS

- Become familiar with the following terms:
 - Limerick
 - Myth
 - Tall tale

VII. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these saying by hearing them at home and among friends. However, this section on sayings has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture.

- Become familiar with the following sayings and phrases:
 - Back to the drawing board
 - Better late than never
 - Cold feet
 - Don't cry over spilt milk
 - Easier said than done
 - Eaten out of house and home
 - Get a taste of your own medicine
 - Get out of the wrong side of the bed
 - In hot water
 - Keep your fingers crossed
 - Practise what you preach
 - Turn over a new leaf
 - Two heads are better than one
 - Where there's a will there's a way
 - You can't teach an old dog new tricks