



Welcome to Your Guide to the Year 3 MBIS Curriculum.

We understand that many parents feel unsure about what their child should know at each year level. This guide offers clarity, breaking down key skills your child should master by the end of Year 3 in each subject. Use it regularly to stay engaged in their learning journey.

The content within provides an overview of each of the subject areas:

ENGLISH

MATHS

SCIENCE

ART & DESIGN

COMPUTING

DESIGN & TECHNOLOGY

GEOGRAPHY

HISTORY

MODERN FOREIGN LANGUAGES

MUSIC

PHYSICAL EDUCATION

English

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more

towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year.

Spoken Language

Your Year 3 child will be taught to:

- Listen and then respond appropriately to adults and their Year 5 classmates
- Ask relevant questions to build up their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Maintain their attention and also participate actively in collaborative conversations
- Participate in presentations, performances, role play, improvisations, discussions and debates
- Capture and then hold the interest of their audience
- Select and use formal or informal language speaking in formal and informal language, as appropriate

Reading

Your Year 3 child will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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
- 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, including fairy stories, myths and legends, and retelling some of these orally
 - Identifying themes and conventions in 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)
- 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 of a text
 - 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

Your Year 3 child will be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)
- 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 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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
- 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)
- 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
- Develop their understanding of the concepts:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - Using the present perfect form of verbs in contrast to the past tense
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials Indicate grammatical and other features by:
 - Using commas after fronted adverbials
 - Indicating possession by using the possessive apostrophe with plural nouns
 - Using and punctuating direct speech
 - Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading

Spelling, Vocabulary, Grammar and Punctuation

Your Year 3 child will be taught:

- Formation the of nouns using a range of prefixes (for example super–, anti–, auto–)
- Use of the forms /a/ or /an/ according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble)
- Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)
- Introduction to inverted commas to punctuate direct speech
- Terminology for Year 3 pupils includes: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)

Word List – Year 3

The wordlist for year 3 is statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate:

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous
favourite February forward(s) fruit grammar group guard guide heard heart height history imagine
increase important interest island knowledge learn length library material medicine mention minute
natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular
position possess(ion) possible potatoes pressure probably promise purpose quarter question recent
regular reign remember sentence separate special straight strange strength suppose surprise therefore
though/although thought through various weight woman/women