

# 3



## Macmillan English 3

### Cambridge Primary English Curriculum Framework

#### Course Transcript



Stage 3	Macmillan English 3
<b>Phonics, spelling &amp; vocabulary</b>	
Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.	most units: U1-8 different spellings for the same sound, U12-14, 16 affixes
Use and spell compound words.	assumed / later levels
Know irregular forms of common verbs.	U2, 3 (past simple)
Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.	U1-8, U12-14, 16
Learn rules for adding <i>-ing</i> , <i>-ed</i> , <i>-s</i> to verbs.	U2, 3, 7-11, 14
Extend earlier work on prefixes and suffixes.	U12-14, 16
Explore words that have the same spelling but different meanings (homonyms), e.g. <i>form</i> , <i>wave</i> .	assumed
Use a dictionary or electronic means to find the spelling and meaning of words.	assumed / New Working with Words CD-ROM
Organise words or information alphabetically using first two letters.	assumed
Identify misspelt words in own writing and keep individual spelling logs.	assumed
Consider how choice of words can heighten meaning.	assumed + U8, 9
Infer the meaning of unknown words from the context.	assumed
Explore vocabulary for introducing and concluding dialogue, e.g. <i>said</i> , <i>asked</i> .	U18
Generate synonyms for high frequency words, e.g. <i>big</i> , <i>little</i> , <i>good</i> .	U8, 9
<b>Grammar and punctuation</b>	
Reading	
Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.	assumed

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<b>Grammar and punctuation (continued)</b>	
Recognise the use of the apostrophe to mark omission in shortened words, e.g. <i>can't, don't</i> .	U8, 12, 17
Collect examples of nouns, verbs and adjectives, and use the terms appropriately.	U3, 8-10, 11, 18
Identify pronouns and understand their function in a sentence.	assumed
Understand that verbs are necessary for meaning in a sentence.	assumed
Understand pluralisation and use the terms 'singular' and 'plural'.	assumed
<b>Writing</b>	
Maintain accurate use of capital letters and full stops in showing sentences.	covered in levels 1&2
Learn the basic conventions of speech punctuation and begin to use speech marks.	U1, 5
Use question marks, exclamation marks, and commas in lists.	covered in levels 1&2
Continue to improve consistency in the use of tenses.	U1-3, 7-18
Ensure grammatical agreement of pronouns and verbs in using standard English.	assumed
Use a wider variety of sentence types including simple, compound and some complex sentences.	U10, 11
Begin to vary sentence openings, e.g. with simple adverbs.	U18
<b>Reading</b>	
The following genres and text types are recommended at Stage 3: Fiction and poetry: real life stories, myths and legends, adventure stories, poetry and plays. Non-fiction: letters, reports, instructions, reference texts.	stories: U1, 5, 11, 17, 18 poetry: U7, 15 plays: U8 letters: U9 instructions: U16 reference texts: U2-4, 6, 10, 12, 13, 14
<b>Fiction and poetry</b>	
Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters.	assumed (Explorer readers)

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<b>Reading (continued)</b>	
Read aloud with expression to engage the listener.	assumed
Answer questions with some reference to single points in a text.	most units
Begin to infer meanings beyond the literal, e.g. about motives and character.	units with stories
Identify different types of stories and typical story themes.	U1, 5, 11, 17, 18
Identify the main points or gist of a text.	U2-4, 6, 10, 12, 14
Consider words that make an impact, e.g. adjectives and powerful verbs.	U8, 9
Understand and use the terms 'fact', 'fiction' and 'non-fiction'.	assumed
Read a range of story, poetry and information books and begin to make links between them.	all units
Read and comment on different books by the same author.	assumed
Read play-scripts and dialogue, with awareness of different voices.	U8
Practise learning and reciting poems.	U7, 15
Scan a passage to find specific information and answer questions.	U2-4, 6, 10, 12, 14
Locate information in non-fiction texts using contents page and index.	assumed
Read and follow instructions to carry out an activity.	U16
Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.	U4
Locate books by classification.	not covered
Identify the main purpose of a text.	most units
Use ICT sources to locate simple information.	Projects
<b>Writing</b>	
Fiction	
Write first-person accounts and descriptions based on observation.	some units
Develop descriptions of settings in stories.	U1, 5, 11, 17, 18

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<b>Writing (continued)</b>	
Write portraits of characters.	U1, 5, 11, 17, 18
Write simple play-scripts based on reading.	later levels / Projects
Plan main points as a structure for story writing.	U1, 5, 11, 17, 18
Begin to organise writing in sections or paragraphs in extended stories.	U1, 5, 11, 17, 18
Develop range of adverbials to signal the relationship between events.	later levels
Use reading as a model for writing dialogue.	U8
Write and perform poems, attending to the sound of words.	U7, 15
Choose and compare words to strengthen the impact of writing, including noun phrases.	most units
<b>Non-fiction</b>	
Write book reviews summarising what a book is about.	later levels
Establish purpose for writing, using features and style based on model texts.	all units
Write letters, notes and messages.	U9
Make a record of information drawn from a text, e.g. by completing a chart.	U1, 14
<b>Presentation</b>	
Ensure consistency in the size and proportion of letters and the spacing of words.	assumed
Practise joining letters in handwriting.	assumed
Build up handwriting speed, fluency and legibility.	assumed
Use ICT to write, edit and present work.	assumed
<b>Speaking and listening</b>	
Speak clearly and confidently in a range of contexts, including longer speaking turns.	assumed
Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.	assumed
Take turns in discussion, building on what others have said.	assumed

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<b>Speaking and listening (continued)</b>	
Listen and respond appropriately to others' views and opinions.	assumed
Listen and remember a sequence of instructions.	U16
Practice to improve performance when reading aloud.	assumed
Begin to adapt movement to create a character in drama.	covered in L4 Projects
Develop sensitivity to ways that others express meaning in their talk and non-verbal communication.	assumed