

Year 3	Autumn		Spring		Summer	
Genres	Time Travel Narrative Recount	Poetry Non-chronological report	Adventure Narrative with dialogue Explanation	Play-scripts Instructions	Historical Narrative Newspapers	Poetry Persuasive
Speaking and Listening	<p>This content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Give well-structured descriptions, explanations and narratives for different purposes including • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Participate in discussions, presentations, performances, role play, and improvisations. • Gain and maintain the interest of the listener. • Select the appropriate registers for effective communication. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Class Readers	Stone Age Boy	Rat burger	Firework maker's daughter	National Geographic Volcanoes and Earthquakes	The Cat Mummy	The Colour of Home - by Mary Hoffman
Reading for Pleasure and Understanding	<ul style="list-style-type: none"> • Listen to and discuss a range of narratives and recounts <i>such as historical novels, newspapers and diaries.</i> • Use dictionaries to check the meaning of words that they have read • Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> • Listen to and discuss a range of poems and non-fiction texts. • Use dictionaries to check the meaning of words that they have read • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Listen to and discuss a range of non-fiction texts. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> • Listen to and discuss a range of plays. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Listen to and discuss a range of narratives and recounts <i>such as historical novels, newspapers and diaries.</i> • Ask questions to improve their understanding of a text. • Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> • Listen to and discuss a range of poems and persuasive texts <i>such as scripts for adverts, letters of complaint, posters and flyers.</i> • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Reading Comprehension	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts <i>using a range of question types; ordering, multiple choice, tables/charts, finding synonyms and antonyms, short and long responses.</i> 		<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. 		<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • 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. 	

<p>Writing</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 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] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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 use the first two or three letters of a word to check its spelling in a dictionary 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. 					
<p>Spelling</p>	<p><u>RWI Units 1 – 5</u></p> <ul style="list-style-type: none"> Adding Prefixes: dis- and in-, im- Adding Suffixes: -ous, -ly, Words ending -ture 	<p><u>RWI Units 6- 9</u></p> <ul style="list-style-type: none"> Words with c sound spelt 'ch' Words with sh sound spelt 'ch' Adding Suffixes: - ion, - ation 	<p><u>RWI Unit 10 and 12</u></p> <ul style="list-style-type: none"> Adding Suffix: -ian Adding Prefixes: re-, anti- <p><u>RWI Special Focus 2 (additional time)</u></p> <ul style="list-style-type: none"> Homophones 	<p><u>RWI Unit 13 and 14</u></p> <ul style="list-style-type: none"> Adding Prefixes: super-, sub- <p><u>RWI Special Focus 4 (additional time)</u></p> <ul style="list-style-type: none"> Homophones 	<p><u>RWI Special Focus 1</u></p> <ul style="list-style-type: none"> Common Exception Words (answer, business, February, length, strength, island) <p><u>RWI Special Focus 3</u></p> <ul style="list-style-type: none"> Short i when spelt y 	<p><u>Pluralisation rules</u></p> <p><u>Homophones</u></p> <p><u>Common Exception Words</u></p>
	<p>Common Exception Words (orange words): arrive, believe, guide, heard, build, caught, remember, sentence</p>	<p>Common Exception Words (orange words): fruit, group, heard, interest, difficult, different, circle, address</p>	<p>Common Exception Words (orange words): quarter, question, eight, eighth, earth, decide, describe, disappear</p>	<p>Common Exception Words (orange words): bicycle, minute, notice, often, thought, through, woman and women</p>	<p>Common Exception Words (orange words): opposite, ordinary, popular, possible, promise, enough, early, learn</p>	<p>Common Exception Words (orange words): famous, heart, height, weight, therefore, straight, special, quarter</p>
<p>Terminology for Pupils</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>					
<p>Grammar</p>	<ul style="list-style-type: none"> Express time, place and cause using prepositions (before, after, during, in, because of) Express time, place and cause using conjunctions (when, before, after, while, so, because) Use 'a' or 'an' according to whether the next word starts with a vowel or consonant. 		<ul style="list-style-type: none"> Express time, place and cause using adverbs (then, soon, next, therefore) Extend sentences with one clause by using a wider range of conjunctions. Use synonyms for the verb 'say'. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 		<ul style="list-style-type: none"> Use prepositions, conjunctions and adverbs to express time, place and cause. Use the present perfect form of verbs instead of the simple past tense. 	
<p>Punctuation</p>	<ul style="list-style-type: none"> Revise and secure Year 2 punctuation marks; full stops, exclamation marks, questions marks and commas for a list. Introduce the use of paragraphs as a way to group related material. 		<ul style="list-style-type: none"> Introduce inverted commas to punctuate direct speech. Insert direct speech at the beginning and end of a sentence. Use headings and sub-headings to aid presentation. Use of paragraphs as a way to group related material. 		<ul style="list-style-type: none"> Split direct speech within a sentence. Use of paragraphs as a way to group related material. 	
<p>Handwriting</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 fluency 	<ul style="list-style-type: none"> 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 fluency 	<ul style="list-style-type: none"> 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 fluency