

Non-fiction

Fiction

Poetry

S&L

Ongoing agreed objectives for all units - Year 3

Through our whole-class guided reading approach. Y3 children in all reading units will cover:	Through our Talk for Writing approach, Y3 children in all writing units will cover:	Through following the Spelling Shed scheme for spelling and the Letter join scheme for handwriting, children in year 3 will:
<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>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> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>using dictionaries to check the meaning of words that they have read (as part of the editing and improving process)</p> <p>use the first two or three letters of a word to check its spelling in a dictionary (as part of the editing and improving process)</p> <p>composing and rehearsing sentences orally (including dialogue)</p>	<p>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</p> <p>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].</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>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]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p>

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Unit coverage of skills - Y3 - Autumn term

<u>Autumn 1 - 8 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
Amazing Animal Journeys - Chris Packham Non-fiction - recount from the perspective of a scientist discovering a new species 3-4 weeks	Links with Science (Animals including Humans) unit Links with excellence value (aspirational people) Neurodivergent author	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context identifying main ideas drawn from more than one paragraph and summarising these retrieve and record information from non-fiction	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far increase the legibility, consistency and quality of their handwriting Introduction to choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using prepositions to express time (after, before, during) increasing range of sentence structures (with focus on prepositions)
Planet Omar: Accidental Trouble Magnet - Zainib Mian (comedy) Fiction - Informal diary entry from perspective of a character 3-4 weeks	Links with PSHE unit (Bullying, forming new relationships, positive friendships) Links with empathy value (Bullying, relationships, understanding other cultures) BAME main character - Muslim	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions asking questions to improve their understanding of a text predicting what might happen from details stated and implied	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far increase the legibility, consistency and quality of their handwriting using prepositions to express time (after, before, next) increasing range of sentence structures (with focus on prepositions) focus on creating plot (key events)
<u>Autumn 2 - 7 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
Stig of the Dump by Clive King (modern classic) Fiction - Finding tale	Links with History (Prehistory from Stone Age to Iron Age) Links with communication value (Barney learns to communicate with Stig) and	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

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4 weeks	empathy value (Barney shows empathy for Stig)	asking questions to improve their understanding of a text predicting what might happen from details stated and implied	focus on creating detailed characters (focus on description - for example carefully selecting adjectives or using prepositions to help describe eg. He wore a threadbare hat <u>on his head</u>) increase the legibility, consistency and quality of their handwriting being introduced to paragraphs as a way to group related material (key events) Expressing time, place and cause using prepositions (before, after, during, in, because of) increasing range of sentence structures (with focus on prepositions)
Revolting Rhymes by Roald Dahl (fairytale) S&L unit - Performance poetry 2 weeks	Links with PSHE unit (responsibilities, all actions have consequences) Links with self-awareness value (all actions have consequences)	preparing poems 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	speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, and performances gain, maintain and monitor the interest of the listener(s)

Unit coverage of skills - Y3 - Spring term

<u>Spring 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
Ice Palace by Robert Swindells (adventure) Fiction - Tale of fear 3-4 weeks	Links with Geography (tundra biomes and Arctic/Antarctic regions) Links with resilience value (Ivan has to overcome many challenges to save his brother)	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions asking questions to improve their understanding of a text predicting what might happen from details stated and implied	Focus on creating a detailed, atmospheric setting (eg. adjective choices, some basic figurative language) Beginning to use the diagonal and horizontal strokes that are needed to join letters

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		discussing words and phrases that capture the reader's interest and imagination	<p>Beginning to express time using conjunctions, adverbs and prepositions (then, next, soon, later, after, before)</p> <p>increasing range of sentence structures (with focus on expressing time)</p> <p>progressively building a varied and rich vocabulary (focus on adjectives to create atmosphere eg. Skeletal, barren, haunting, isolated)</p> <p>beginning to use paragraphs as a way to group related material (key events)</p>
<p>How to survive anywhere by Ben Lerwill</p> <p>Non-fiction - Non-chronological report about a biome 2-3 weeks</p>	<p>Links with Geography (biomes around the world)</p> <p>Links with self-awareness (knowing about differing regions around the world and how they are different from their local area)</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>	<p>Beginning to use the diagonal and horizontal strokes that are needed to join letters</p> <p>Using paragraphs as a way to group related material (key topics)</p> <p>Beginning to express cause using conjunctions, adverbs and prepositions (so, because, therefore, because of, due to)</p> <p>increasing range of sentence structures (with focus on expressing cause)</p> <p>progressively building a varied and rich vocabulary (technical and subject-specific language eg. Biome, deciduous, climate)</p> <p>in non-narrative material, using simple organisational devices (headings and subheadings)</p>
<u>Spring 2 - 5 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p>Everything Ancient Egypt - National Geographic Kids</p>	<p>Links with History (Ancient Egyptians)</p> <p>Links with communication value (communicating effectively both verbally and in written form)</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>in non-narrative material, using simple organisational devices (headings, subheadings, bulletpoints, numbered instructions)</p>

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<p>Non-fiction - Instructions - Mummification</p> <p>3-4 weeks</p>		<p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>	<p>Beginning to choose nouns appropriately for clarity (eg. corpse, natron, linen)</p> <p>use the present perfect form of verbs in contrast to the past tense (eg. When you have located the bandages, begin to wrap the body.)</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when and if (eg. When you have located the bandages, begin to wrap the body.)</p> <p>progressively building a varied and rich vocabulary (formal language eg. vital, essential, crucial)</p> <p>beginning to express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because of)</p> <p>increasing range of sentence structures (beginning to include a range of conjunctions, prepositions and adverbs)</p>
<p>Egyptian Myths: Meet the Gods and Goddesses of Ancient Egypt by Jean Menzies</p> <p>S&L unit - retelling and performing a myth</p> <p>1-2 weeks</p>	<p>Links with History (Ancient Egyptians)</p> <p>Links with positivity and teamwork values (working together to create a piece, showing positivity working on a project)</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions</p>	<p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p>

Unit coverage of skills - Y3 - Summer term

Summer 1 - 6 weeks	Rationale	Reading skills	Writing skills
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<p>Bill's New Frock by Anne Fine (modern classic)</p> <p>Fiction - Transformation tale 3-4 weeks</p>	<p>Links with PSHE unit later this half term (self-worth, situations which positively and negatively affect feelings)</p> <p>Links with self-awareness value (self-worth) and resilience (battling against stereotypes)</p> <p>Challenging gender stereotypes</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and beginning to justify inferences with evidence</p> <p>asking questions to improve their understanding of a text</p> <p>predicting what might happen from details stated and implied</p>	<p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys']</p> <p>Beginning to use the diagonal and horizontal strokes that are needed to join letters</p> <p>focus on creating plot (introduction to using dialogue to advance the action)</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>beginning to express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because of)</p> <p>increasing range of sentence structures (beginning to include a range of conjunctions, prepositions and adverbs)</p> <p>Using paragraphs as a way to group related material (key events)</p>
<p>It starts with a Bee by Jennie Webber</p> <p>Poetry - nature poems about Fordley Planta 1-2 weeks</p>	<p>Links with Science unit (plants) as well as geography unit (fieldwork - exploring a deciduous, temperate biome)</p> <p>Links with self-awareness value (exploring local area and knowing more about where they come from)</p>	<p>identifying how language contributes to meaning</p> <p>preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>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> <p>progressively building a varied and rich vocabulary (choosing emotive language eg. incredible, awe-inspiring, colourful)</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, improvisations and debates</p>

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			gain, maintain and monitor the interest of the listener(s)
Summer 2 - 7 weeks	Rationale	Reading skills	Writing skills
The Lion and the Unicorn by Shirley Hughes (historical fiction) Fiction - tale of resilience	Links with history (children in WW2) Links with resilience value (overcoming challenges)	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and beginning to justify inferences with evidence asking questions to improve their understanding of a text predicting what might happen from details stated and implied	Beginning to organise paragraphs around a theme (key events) in narratives, creating settings, characters and plot (focusing mainly on plot and introducing children to advancing action with dialogue) beginning to use inverted commas to punctuate direct speech expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because of) increasing range of sentence structures (beginning to include a range of conjunctions, prepositions and adverbs) progressively building a varied and rich vocabulary (choosing emotive language eg. devastating, heartbreaking, terrifying) Introduction to fronted adverbials Introduction to punctuating fronted adverbials using commas
Oliver Twist – abridged version by Gill Tavner (literary heritage) S&L unit - Preparing a play script 2-3 weeks	Links with History (children in Victorian period) Links with positivity and teamwork values (working together to create a piece, showing positivity working on a project) Archaic language and Literary Heritage	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)

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