

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Novel as a theme I know how to use knowledge of root words to understand meanings of words. <i>I know how to use intonation, tone and volume when reading aloud.</i> I know how to listen to and discuss a range of fiction. <i>Increase familiarity with a range of texts with retelling of some of these.</i> I know how to respond to whole novels read aloud by the teacher. <i>I know how to make predictions based on details stated.</i></p>	<p>Mystery I know how to use knowledge of root words to understand meanings of words I know how to take note of punctuation when reading aloud Listening to and discussing a range of fiction. <i>I know how to increase familiarity with a range of texts with retelling of some of these.</i> <i>I know how to explain the meaning of unfamiliar words by using the context.</i> <i>I know how to sequence and discussing the</i></p>	<p>Poems with a structure I know how to Recognize and discuss a range of poetry e.g. <i>shape poetry</i>. I know how to recognise some different forms of poetry e.g. <i>calligrams, shape poems</i>. <i>I know how to prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</i> <i>I know how to increase familiarity with a range of texts with retelling of some of these.</i></p>	<p>Folk tales I know how to use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-'. I know how to listen to and discussing a range of fiction. <i>I know how to retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories.</i> <i>I know how to sequence and discuss the main events in stories.</i> I know how to identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. I know how to identify and discuss Conventions eg numbers 3 and 7 in fairy tales, magical sentence repeated several times. I know how to Raise questions during the reading</p>	<p>Classic Novel I know how to read books and texts for a range of purposes eg enjoyment, research, skills development, reference. <i>I know how to orally retell a range of stories.</i> I know how to use suffixes to understand meanings eg – ly, -ous. <i>I know how to identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</i> <i>I know how to make predictions based on details stated.</i> I know how to participate in discussion about what is read to me I know how to raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i> ...</p>	<p>Persuasion - Letters I know how to listen to and discuss a range of letters including persuasive letters. I know how to read a range of letters including persuasive letters. I know how to analyse and evaluate letters by looking at language, structure and presentation. I know how to discuss my understanding of the text. I know how to identify a key idea in a paragraph. I know how to evaluate how specific information. Texts:</p>

	<p>I know how to use a dictionary to check meanings of words I have read.</p> <p>I know how to sequence and discuss the main events in stories.</p> <p>I know how to identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>I know how to explain the meaning of unfamiliar words by using the context.</p> <p>I know how to raise questions during the reading process to deepen understanding.</p>	<p>main events in stories.</p> <p>I know how to raise questions during the reading process to deepen understanding.</p> <p>e.g. I wonder why the character...</p> <p>I know how to make predictions based on details stated.</p> <p>I know how to identify main ideas and summarise.</p> <p>I know how to analyse and evaluate texts looking at language, structure and presentation</p> <p>I know how to identify, discuss and collect favourite words and phrases</p>	<p>I know how to identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>I know how to raise questions during the reading process to deepen understanding.</p> <p>I know how to discuss my understanding of the text.</p> <p>I know how to analyse and evaluate texts looking at language, structure and presentation.</p> <p>Non Chronology</p> <p>I know how to read a range of non-fiction texts</p>	<p>process to deepen understanding e.g. <i>I wonder why the character</i> ...</p> <p>I know how to sequence and discussing the main events in stories.</p> <p>I know how to explain the meaning of unfamiliar words by using the context.</p> <p>I know how to use dictionaries to check the meaning of words I have read.</p> <p>Fables:</p> <p>I know how to use prefixes to understand meanings e.g. un, dis, mis, re.</p> <p>I know how to take account of punctuation when reading.</p> <p>I know how to retell a range of fables.</p> <p>I know how to identify and discuss themes e.g. weak and strong, wise and foolish.</p> <p>I know how to discuss my understanding of the text.</p> <p>I know how to make predictions based on details.</p>	<p>I know how to take turns and listen to what others say.</p> <p>I know how to use dictionaries to check the meaning of words I have read.</p> <p>I know how to make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i></p> <p>I know how to sequence and discussing the main events in stories.</p> <p>Poems on a theme</p> <p>I know how to use knowledge of root words to understand meanings of words.</p> <p>I know how to read texts for a range of purposes e.g. <i>enjoyment</i>. I know how to recognise some different forms of poetry e.g. <i>narrative</i>.</p>	<p>Persuasive Letters: Dear Greenpeace by Simon James.</p> <p>Don't let the pigeon drive the bus- Mo Willems.</p>
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	<p>I know how to draw inferences around characters, thoughts, feelings and actions and justify with evidence from the text.</p> <p>I know how to justify responses to the text using the PE prompt (Point and Evidence).</p> <p>I know how to use dictionaries to check the meaning of words I have read.</p> <p>I know how to make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles</p>	<p>which capture the reader's interest and imagination.</p> <p>I know how to make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles</p> <p>I know how to explain the meaning of unfamiliar words by using the context.</p> <p>I know how to use dictionaries to check the meaning of words I have read.</p> <p>Discussion</p>	<p>eg information, discussion, explanation, biography and persuasion.</p> <p>I know how to prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>I know how to evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.</p> <p>I know how to quickly appraise a text to evaluate usefulness.</p> <p>I know how to navigate texts in print and on screen.</p>	<p>I know how to draw inferences around characters thoughts, feelings and actions, and justify with evidence from a text</p> <p>Folk Tales: The Tin Forest- Helen Ward, The Old Lady Who Lived in a Vinegar Bottle.</p> <p>Fables: Aesop's Fables e.g. 'The Hare and the Tortoise' 'The Wolf & The Crane.'</p>	<p>I know how to identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>I know how to prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>I know how to explain the meaning of unfamiliar words by using the context.</p> <p>I know how to use dictionaries to check the meaning of words I have read.</p> <p>Texts: Classic Novel: The Sheep Pig.</p>	
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	<p>Poems on a theme: To know how to use knowledge of root words to understand the meaning of words. To know how to read text for a range of purposes – eg enjoyment. I know how to recognise some different forms of poetry. I know how to identify, discuss and collect favourite words and phrases which capture the readers interest and imagination. <i>I know how to prepare poems to read aloud, showing understanding through</i></p>	<p>I know how to read discussion texts and discuss my understanding of the text. I know how to analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts</i>. I know how to read books and texts for a range of purposes. I know how to identify an idea in a paragraph. I know how to evaluate how specific information is organised within a discussion text. I know how to use point and</p>	<p>I know how to record information from a range of non-fiction texts. I know how to raise questions during the reading process to deepen understanding. <i>I know how to explain the meaning of unfamiliar words by using the context.</i> <i>I know how to use dictionaries to check the meaning of words I have read.</i> Texts: Shape Poetry: No! Not More Rain- Tami Heyd, In a Twist- Kate Mar. Non-chronological Reports:</p>			
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	<p>intonation, tone, volume and action.</p> <p>I know how to understand the meaning of unfamiliar words by using the context.</p> <p>I know how to use dictionaries to check the meaning of words I have read.</p> <p>Texts</p> <p>Question Stems</p> <p>Novel as a theme:</p> <p>The Iron Man</p> <p>Poems on a theme:</p> <p>Autumn Nights- Sara Fox, Fall Colours- Unknown, Autumn Time is Coming- Unknown, In Winter I get up and Night- Robert Louis</p>	<p>evidence to structure and justify responses.</p> <p>I know how to develop and agree on rules for effective discussion.</p> <p>I know how to use dictionaries to check the meaning of words I have read.</p> <p>Diary entries</p> <p>Recount:</p> <p>Biography</p> <p>Texts:</p> <p>Mystery: The thing in the basement.</p> <p>Discussion:</p> <p>Should children</p>	<p>Why?</p> <p>Encyclopaedia.</p> <p>Brilliant answers to baffling questions</p>			
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	Stevenson.	wear school uniform? Should children be allowed pets?				
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GPS

To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement

To use 'a' or 'an' correctly throughout a piece of writing

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although

To use a range of conjunctions, adverbs and prepositions to show time, place and cause

To use the full range of punctuation from previous year groups

To punctuate direct speech accurately, including the use of inverted commas

- To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks)

Spelling - Transcription

- To write, from memory, simple sentences dictated by the teacher that include words from the Y3 and Y4 common exception rules - To use the first two or three letters of a word to check its spelling in a dictionary

- The /ɪ/ sound spelt y elsewhere than at the end of words (e.g. mystery, gym, myth)

- The /u/ sound spelt ou –Young, Country, Trouble

- To correctly spell most words with the prefixes -dis (discontinue, disappear, and discontinue) –mis (misbelieve, misbehave, misspell) – super (Supermarket, Superhero, Superstar)- anti (anticlockwise, antisocial, antifreeze) - sub (subheading, subtext, subtitle).

- Adding the suffix -ly (usually, actually, finally)

- Word families based on common words, showing how words are related in form and meaning (root words) (e.g. Scare, Scary, Scared)

- Words with /sh/ sound spelt ch, /s/ sound spelt sc, (e.g. Chef, Brochure, Machine, Scent, Scene, and Science).

- Homophones and near-homophones
(Accept & Except, Effect & Affect, Brake & Break).

-To spell most of the Y3 and Y4 common exception words correctly

(address, answer, appear, arrive, breath, breathe, build, busy, calendar, complete, consider, continue, decide, describe, different, difficult, early, earth, exercise, experiment, extreme, February, forward, forwards fruit group heard heart history important increase interest island learn perhaps popular quarter question reign remember straight strange promise regular natural)

Handwriting - Transcription

To know how to start using the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

Planning, Writing and Writing for an Audience/ Purpose

To know how to begin to use ideas from their own reading and modelled examples to plan their writing

To know how to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements

To know how to begin to organise their writing into paragraphs around a theme

To know how to compose and rehearse sentences orally (including dialogue) e.g. 'Poems to Perform' or 'Discussion'

To know how to demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To know how to begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) e.g. Non-chronological Reports To make deliberate ambitious word choices to add detail

To know how to begin to create settings, characters and plot in narratives e.g. 'Novel on a Theme' or 'Mystery'