Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	No. of contrast		_		Olas de Nasada	B
	Novel as a theme	Mystery	Poems	Folk tales	Classic Novel	Persuasion -
	I know how to	I know how to	with a	I know how to use prefixes	I know how to read books	Letters
	use knowledge of	use knowledge	structure	to understand meanings e.g.	and texts for a range of	I know how to
	root words to	of root words to	I know how to	'un-',	purposes eg enjoyment,	listen to and
	understand	understand	Recognize and	'dis-', 'mis-', 're-'.	research, skills development,	discuss a range of
	meanings of	meanings of	discuss a range of	I know how to listen to and	reference.	letters including
	words.	words	poetry e.g. <i>shape</i>	discussing a range of fiction.	I know how to orally retell a	persuasive letters.
	I know how to	I know how to	poetry.	I know how to retell a range	range of stories.	I know how to
	use intonation,	take note of	I know how to	of stories, including less	I know how to use suffixes to	read a range of
	tone and volume	punctuation	recognise some	familiar fairy stories, fables	understand meanings	letters including
	when reading	when reading	different forms of	and folk tales e.g. Grimm's	eg – ly, -ous.	persuasive letters.
	aloud.	aloud Listening	poetry e.g.	Fairy Tales,	I know how to identify,	I know how to
	I know how to	to and	calligrams, shape	Rudyard Kipling Just So	discuss and collect favourite	analyse and
	listen to and	discussing a	poems.	Stories.	words and phrases which	evaluate letters by
	discuss a range of	range of fiction.	I know how to	I know how to sequence	capture the reader's interest	looking at
	fiction.	I know how to	prepare poems to	and discuss the main events	and imagination.	language,
	Increase	increase	read aloud,	in stories.	I know how to make	structure and
	familiarity with a	familiarity with a	showing	I know how to identify and	predictions based on details	presentation.
	range of texts	range of texts	understanding	discuss themes e.g. good	stated.	I know how to
	with retelling of	with retelling of	through	over evil, weak and strong,	I know how to participate in	discuss my
	some of these.	some of these.	intonation,	wise and foolish, mean and	discussion about what is	understanding of
	I know how to	I know how to	tone, volume	generous, rich and poor.	read to me	the text.
	respond to whole	explain the	and action.	I know how to identify and		I know how to
	novels read aloud	meaning of	I know how to	discuss		identify a key idea
	by the teacher.	unfamiliar words	increase	Conventions eg numbers 3	I know how to raise	in a paragraph.
	I know how to	by using the	familiarity with a	and 7 in fairy tales, magical	questions during the reading	I know how to
	make predictions	context.	range of texts	sentence repeated several	process to deepen	evaluate how
	based on details		with retelling of	times.	understanding e.g.	specific
	stated.	I know how to	some of these.	I know how to Raise	I wonder why the character	information.
		sequence and		questions during the reading		Texts:
		discussing the				
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I know how to use a dictionary to check meanings of words I have read. I know how to sequence and discuss the main events in stories. I know how to identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. I know how to explain the meaning of unfamiliar words by using the context. I know how to raise questions during the reading process to deepen understanding.

main events in stories. I know how to raise questions during the reading process to deepen understanding. e.g. I wonder why the character... I know how to make predictions based on details stated. I know how to identify main ideas and summarise. I know how to analyse and evaluate texts

language, structure and looking at presentation. language, structure and presentation I know how to identify, discuss and collect favourite words and phrases

I know how to identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. I know how to

raise questions during the reading process to deepen understanding. I know how to discuss my understanding of the text. I know how to analyse and evaluate texts looking at

Non Chronology I know how to read a range of non-fiction texts process to deepen understanding e.g. I wonder why the character

I know how to sequence and discussing the main events in stories. I know how to explain the meaning of unfamiliar words by using the context. I know how to use dictionaries to check the meaning of words I have read.

Fables:

I know how to use prefixes to understand meanings e.g. un. dis. mis. re.

I know how to take account of punctuation when reading.

I know how to retell a range of fables.

I know how to identify and discuss themes e.g. weak and strong, wise and foolish. I know how to discuss my understanding of the text.

I know how to make predictions based on details.

I know how to take turns and listen to what others say. I know how to use dictionaries to check the meaning of words I have read.

Don't let the pigeon drive the bus- Mo Willems.

Persuasive Letters:

Dear Greenpeace

by Simon James.

I know how to make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles. I know how to sequence and discussing the main events in stories.

Poems on a theme

I know how to use knowledge of root words to understand meanings of words.

I know how to read texts for a range of purposes e.g. enjoyment. I know how to recognise some different forms of poetry e.g. narrative.

I know how to identify, I know how to which capture eg information, I know how to draw draw inferences the reader's inferences around characters discuss and collect favourite discussion, thoughts, feelings and explanation, words and around interest and characters, imagination. biography and actions, and justify with phrases which capture the thoughts, feelings I know how to persuasion. evidence from a text reader's and actions and make and I know how to Folk Tales: interest and imagination. justify with prepare for The Tin Forest- Helen Ward. I know how to prepare respond to research by The Old Lady Who Lived in a evidence from contributions poems to read aloud. identifying what is the text. in a variety of Vinegar Bottle. showing already known understanding through I know how to group justify responses situations e.g. about the subject **Fables:** intonation, tone, volume and whole class, and key questions Aesop's Fables e.g. to the text using action. pairs, guided to structure the 'The Hare and the the PE prompt I know how to explain the groups, book task. Tortoise' (Point and meaning of unfamiliar words I know how to 'The Wolf & The Evidence). circles by using the context. I know how to use evaluate how Crane.' dictionaries to specific I know how to I know how to use check the explain the information is dictionaries to check the meaning of words meaning of organised within meaning of words I have I have read. unfamiliar a non-fiction text read. words by using e.g. text boxes, I know how to contents, the context. Texts: make and bullet points, Classic Novel: The respond to I know how to glossary, Sheep Pig. contributions in use dictionaries diagrams. to check the a variety of I know how to meaning of group quickly appraise a situations e.g. words I have text to evaluate whole class, read. usefulness. pairs, guided I know how to groups, book navigate texts in circles Discussion print and on screen.

Poems on a	I know how to	I know how to		
theme:	read discussion	record		
To know how	texts and	information		
to use	discuss my	from a range of		
knowledge of	understanding	non-fiction		
root words to	of the text.	texts.		
understand the	I know how to	I know how to		
meaning of	analyse and	raise questions		
words.	evaluate texts	during the		
To know how to	looking at	reading process		
read text for a	language,	to deepen		
range of	structure and	understanding.		
purposes – eg	presentation	I know how to		
enjoyment.	e.g. discussion	explain the		
I know how to	texts.	meaning of		
recognise some	I know how to	unfamiliar words		
different forms of	read books	by using the		
poetry.	and texts for a	context.		
I know how to	range of			
identify, discuss	purposes.	I know how to use		
and collect	I know how to	dictionaries to		
favourite words	identify	check the meaning		
and phrases	an idea in a	of words I have		
which capture	paragraph.	read.		
the readers	I know how to	Texts:		
interest and	evaluate how	Shape Poetry:		
imagination.	specific	No! Not More		
I know how to	information is	Rain- Tami Heyd,		
prepare poems to	organised	In a Twist- Kate		
read aloud,	within a	Mar.		
showing	discussion text.	Non-		
understanding	I know how to	chronological		
through	use point and	Reports:		

	1		1	
intonation,	evidence to	Why?		
tone, volume	structure and	Encyclopaedia.		
and action.	justify	Brilliant answers		
I know how to	responses.	to baffling		
understand the	I know how to	questions		
meaning of	develop and			
unfamiliar words	agree on rules			
by using the	for effective			
context.	discussion.			
I know how to	I know how to			
use dictionaries	use dictionaries			
to check the	to check the			
meaning of words	meaning of			
I have read.	words I have			
	read.			
Texts				
Question Stems				
Novel as a				
theme:	Diary entries			
The Iron Man	Recount:			
Poems on a	Biography			
theme:				
Autumn Nights-				
Sara Fox, Fall				
Colours-	Texts:			
Unknown,	Mystery: The			
Autumn Time is	thing in the			
Coming-	basement.			
Unknown, In				
Winter I get	Discussion:			
up and Night-	Should children			
Robert Louis				

Stevenson.	wear school		
	uniform?		
	Should		
	children be		
	allowed pets?		

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'