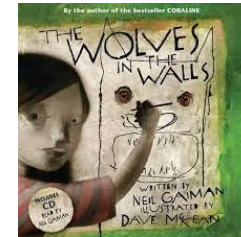
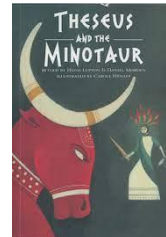
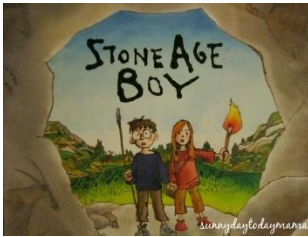


Literacy Overview - Year 3



Appro Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Narrative: Stone Age Boy by Satoshi Kitamura			Poetry: Autumn is Here National Poetry Day 5.10.23			Instructions: My Strong Mind			Persuasive post: Christmas Dessert Social Media Post					
Spring	Traditional tale with a twist: The True Story of Three Little Pigs by Jon Scieszka			Diary entries		Explanation: How a Robot Dog Works			Poetry: I Asked the Little Boy who Cannot See						
Summer	Myth: Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden		Poetry: The Colour Collector (based on The Sound Collector by Roger McGough)			Suspense: Wolves in the Walls by Neil Gaiman				Non-chronological report: earthquakes					

The Year 3 literacy curriculum is designed to progressively develop students' skills and knowledge throughout the year. In the autumn term, they engage with storytelling through the Stone Age Boy narrative, while also exploring descriptive poetry and learning to compose clear instructions. They culminate the term by creating a persuasive post for a Christmas Dessert social media campaign, building their ability to communicate effectively and convincingly.

Moving into the spring term, students analyse traditional tales with a twist, write personal diary entries, and explore explanatory writing through the concept of a Robot Dog. They also delve into poetry, fostering empathy and emotional engagement. In the summer term, students explore myths, experiment with poetic techniques, engage in suspenseful narratives, and develop non-chronological report writing skills. Throughout the year, they build upon their reading and writing abilities, expand their genre knowledge, and enhance their research and expressive skills.

Links to the National Curriculum

Autumn 1 - Reading and writing knowledge/skills

Spoken Language

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
- Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates.
- Pupils should be taught to gain, maintain and monitor the interest of the listener(s).
- Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Pupils should be taught to select and use appropriate registers for effective communication.

Writing Composition

- Pupils should be taught to write sentences by saying out loud what they are going to write about.
- Pupils should be taught to write sentences by composing a sentence orally before writing it.
- Pupils should be taught to write sentences by sequencing sentences to form short narratives.
- Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.

Autumn 2 - Reading and writing knowledge/skills

Spoken Language

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
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- Pupils should be taught to select and use appropriate registers for effective communication.

Writing Composition

- Pupils should be taught to write sentences by saying out loud what they are going to write about.
- Pupils should be taught to write sentences by composing a sentence orally before writing it.
- Pupils should be taught to write sentences by sequencing sentences to form short narratives.

- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

Word

- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Sentence

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Prepositions [for example, before, after, during, in, because of_

Punctuation

- Introduction to inverted commas to punctuate direct speech

Spelling Shed:

- Words where 'ou' makes an /ow/ sound
- Words where 'ou' makes a /u/ sound
- Words where 'y' makes an /i/ sound
- Words ending in '-sure'
- Words ending in '-ture'
- Challenge words

- Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

Sentence

- Adverbs [for example, then, next, soon, therefore]

Text

- Headings and sub-headings to aid presentation

Spelling Shed:

- Words with the prefix 're-'
- Words with the prefix 'dis-'
- Words with the prefix 'mis-'
- Words where '-ing' and '-ed' are added to multisyllabic words
- Words where '-ing', '-en' and '-ed' are added to multisyllabic words
- Challenge words

Spring 1 - Reading and writing knowledge/skills	Spring 2 - Reading and writing knowledge/skills
<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Pupils should be taught to ask relevant questions to extend their understanding and knowledge. • Pupils should be taught to use relevant strategies to build their vocabulary. • Pupils should be taught to articulate and justify answers, arguments and opinions. • Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. • Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates. • Pupils should be taught to gain, maintain and monitor the interest of the listener(s). • Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. • Pupils should be taught to select and use appropriate registers for effective communication. <p><u>Writing Composition</u></p>	<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Pupils should be taught to ask relevant questions to extend their understanding and knowledge. • Pupils should be taught to use relevant strategies to build their vocabulary. • Pupils should be taught to articulate and justify answers, arguments and opinions. • Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. • Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates. • Pupils should be taught to gain, maintain and monitor the interest of the listener(s). • Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. • Pupils should be taught to select and use appropriate registers for effective communication. <p><u>Writing Composition</u></p>

- Pupils should be taught to write sentences by saying out loud what they are going to write about.
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- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

Word

- 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]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Sentence

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Prepositions [for example, before, after, during, in, because of]
- Adverbs [for example, then, next, soon, therefore]

Text

- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Spelling Shed:

- Words with the 'ai' digraph
- Words with the 'ei' digraph
- Words where 'ey' makes an /ai/ sound
- Adding the suffix '-ly'
- Words that are homophones
- Challenge Words

- Pupils should be taught to write sentences by saying out loud what they are going to write about.
- Pupils should be taught to write sentences by composing a sentence orally before writing it.
- Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

Sentence

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Adverbs [for example, then, next, soon, therefore]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation

Spelling Shed:

- Words ending in 'al'
- Words ending in 'le'
- Adding '-ly' when the root word ends in '-le'
- Adding '-ally' when the root word ends in '-ic'
- Adding '-ly' when the words do not follow the spelling patterns
- Challenge Words

Summer 1 - Reading and writing knowledge/skills explicitly taught	Summer 2 - Reading and writing knowledge/skills explicitly taught
<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Pupils should be taught to ask relevant questions to extend their understanding and knowledge. • Pupils should be taught to use relevant strategies to build their vocabulary. • Pupils should be taught to articulate and justify answers, arguments and opinions. • Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. • Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates. • Pupils should be taught to gain, maintain and monitor the interest of the listener(s). • Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Pupils should be taught to ask relevant questions to extend their understanding and knowledge. • Pupils should be taught to use relevant strategies to build their vocabulary. • Pupils should be taught to articulate and justify answers, arguments and opinions. • Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. • Pupils should be taught to participate in discussions, presentations, performances, roleplay, improvisations and debates. • Pupils should be taught to gain, maintain and monitor the interest of the listener(s). • Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.

- Pupils should be taught to select and use appropriate registers for effective communication.

Writing Composition

- Pupils should be taught to write sentences by saying out loud what they are going to write about.
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- Pupils should be taught to discuss what they have written with the teacher or other pupils.
- Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.

Word

- 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]
- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

Sentence

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Adverbs [for example, then, next, soon, therefore]

Text

- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Punctuation

- Introduction to inverted commas to punctuate direct speech

Spelling Shed:

- Words ending in '-er' when the root word ends in 'ch'
- Words where 'ch' makes a /k/ sound
- Words where 'que' makes a /k/ sound
- Words where 'sc' makes a /s/ sound
- Words that are homophones

- Pupils should be taught to select and use appropriate registers for effective communication.

Writing Composition

- Pupils should be taught to write sentences by saying out loud what they are going to write about.
- Pupils should be taught to write sentences by composing a sentence orally before writing it.
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Word

- 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]

Sentence

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Adverbs [for example, then, next, soon, therefore]
- Prepositions [for example, before, after, during, in, because of]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Punctuation

- Introduction to inverted commas to punctuate direct speech

Spelling Shed:



- Challenge Words

- Words that end in 'sion'
- Revision of spelling patterns learned in Stage 3



