

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Texts: <i>Wolves in the Walls</i> by Neil Gaiman <i>The Pea and the Princess</i> by Mini Grey <i>Stars with Flaming Tales</i> (book) and <i>The River</i> (poem) both by Valerie Bloom</p> <p>- range of non-fiction linked to other subject areas</p> <p>- range of texts read in Guided Reading</p> <p>Reading skills include: discussing themes in stories including links between those found in traditional tales and in class texts; asking questions; discussing words and phrases that catch the reader's attention; predicting what might happen</p>	<p>Texts: <i>Stone Age Boy</i> by Satoshi Kitamura <i>The First Drawing</i> by Mordecai Gerstein <i>The Owl and the Pussycat</i> by Edward Lear</p> <p>- range of non-fiction linked to other subject areas</p> <p>- range of texts read in Guided Reading</p> <p>Reading skills include: preparing assembly script to perform; asking questions; making predictions; discussing words and phrases that catch the reader's attention;</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - non-fiction leaflet about the Stone Age - descriptive writing (setting) 	<p>Texts: <i>The Story of Tutankhamun</i> by Patricia Cleveland - Peck <i>Cinderella of the Nile</i> by Beverley Naidoo</p> <p>- range of non-fiction linked to other subject areas</p> <p>- range of texts read in Guided Reading</p> <p>Reading skills include: discussing words and phrases that catch the reader's attention; making inferences; identifying themes from more than one paragraph and summarising them; exploring figurative language including similes, metaphors and abstract nouns; identifying themes (fables)</p>	<p>Texts: <i>Oliver and the Sea-Wigs</i> by Philip Reeve</p> <p>- range of non-fiction linked to other subject areas</p> <p>- range of texts read in Guided Reading</p> <p>Reading skills include: identifying themes and conventions; inferring meaning; discussing words and phrases that catch the reader's attention; asking questions</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - setting description - story map - reasons for and against - annotated diagram - playscript - message (for a bottle) 	<p>Texts: <i>The Great Kapok Tree</i> by Lynne Cherry <i>For Forest</i> poem by Grace Nichols <i>Mama Miti, Wangari Maathai and the Trees of Kenya</i> by Donna Jo Napoli</p> <p>- range of non-fiction linked to other subject areas</p> <p>- range of texts read in Guided Reading</p> <p>Reading skills include: performing poetry; discussing themes in stories; discussing words and phrases that catch the reader's attention; exploring figurative language including similes, metaphor</p> <p>Writing includes:</p>	<p>Texts: <i>The Last Garden</i> by Rachel Ip <i>One Plastic Bag – Isatou Cessay and the Recycling Women of Gambia</i> by Miranda Paul</p> <p>- range of non-fiction linked to other subject areas</p> <p>- range of texts read in Guided Reading</p> <p>Reading skills include: using word families, prefixes and suffixes; revision of skills taught previously</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - writing for social media - poster text - narrative - certificate writing - opening of a TED-style talk - biography

<p>from details started and implied (including in illustrations – eg illustration of bedraggled gardener in <i>The Pea and the Princess</i>)</p> <p>Writing includes:</p> <ul style="list-style-type: none"> - prayer - descriptive writing (to create a scary atmosphere) - writing in role - letter writing - narrative (an alternative version of Wolves in the Walls) - character portrait - writing in role - diary entry - personification poem - speech poem <p>Grammar and Punctuation: formation of nouns using prefixes – eg super; use of a or an</p>	<ul style="list-style-type: none"> - writing in role - invitation writing - interview questions - instructions <p>- Grammar and Punctuation: Adverbs; conjunctions to express time, place and cause (eg when, before, after, because)</p> <p>Grammar and Punctuation revision includes: use of a or an; apostrophes for missed letters; commas</p> <p>Spelling: No Nonsense Spelling Year 3, Block 2</p> <p>Handwriting: PenPals Year 3, Units 6 – 10</p> <p>Vocabulary: Conjunctions</p> <p>Vocabulary revision includes: adverb; verb</p> <p>SEN: <i>Stone Age Boy</i> should be accessible</p>	<p>Writing includes:</p> <ul style="list-style-type: none"> - mind map - non-chronological report writing - instructions - poster - writing in role (diary) - writing commands - lonely hearts ad - narrative (a ‘twisted’ traditional tale) <p>Grammar and Punctuation: Suffixes; use of present perfect tense; paragraphs</p> <p>Grammar and Punctuation revision includes: conjunctions; adverbs</p> <p>Spelling: No Nonsense Spelling Year 3, Block 3</p> <p>Handwriting: PenPals Year3, Units 11 – 15</p> <p>Vocabulary:</p>	<p>Grammar and Punctuation: speech marks</p> <p>Grammar and Punctuation revision includes: prepositions; paragraphs; present perfect</p> <p>Spelling: No Nonsense Spelling Year 3, Block 4</p> <p>Handwriting: PenPals Year 3, Units 16 – 20</p> <p>Vocabulary: Speech marks / inverted commas</p> <p>Vocabulary revision includes: suffix; conjunctions; adverbs</p> <p>SEN: possible alternative text – <i>Lost and Found</i> by Oliver Jeffers</p>	<ul style="list-style-type: none"> - persuasive writing (in role) - argument writing - filmscript - narrative - information leaflet - identifying themes from more than one paragraph and summarising them <p>Grammar and Punctuation: word families based on common words</p> <p>Grammar and Punctuation revision includes: Year 3 content taught this year and earlier insecure learning</p> <p>Spelling: No Nonsense Spelling Year 3, Block 5</p> <p>Handwriting: PenPals Year 3 , Units 21 – 25</p> <p>Vocabulary: Revision of previously taught vocabulary</p>	<p>Grammar and Punctuation: use of the possessive apostrophe with regular plurals</p> <p>Grammar and Punctuation revision includes: Year 3 content taught this year and earlier insecure learning</p> <p>Spelling: No Nonsense Spelling Year 3, Block 6</p> <p>Handwriting: PenPals Year 3, Units 26 – 30</p> <p>Vocabulary: Revision of previously taught vocabulary</p> <p>SEN: possible alternative text – <i>The Extraordinary Gardener</i> by Sam Boughton; <i>The Tiny Seed</i> by Eric Carle</p>
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<p>Grammar and Punctuation revision includes: Capitals, full stops, question marks and exclamation marks to demarcate sentences; use of progressive verbs</p> <p>Spelling: No Nonsense Spelling Year 3, Block 1</p> <p>Handwriting: PenPals Year 3, Units 1- 5</p> <p>Vocabulary: consonant, vowel</p> <p>Vocabulary revision includes: nouns and noun phrases; adjective; statement, question, exclamation, command</p> <p>SEN: Picture books should be accessible for all. <i>Here's A Little Poem</i> by Andrew Fusek Peters may be</p>	<p>with support; illustrations from <i>The First Drawing</i> should also be; if the Lear isn't, consider eg a Julia Donaldson narrative poem picture book eg <i>What the Ladybird Heard</i></p>	<p>suffix</p> <p>Vocabulary revision includes: command</p> <p>SEN: possible alternative text – <i>See Inside Ancient Egypt</i> (Usborne) may be helpful.</p>		<p>SEN: possible alternative text – <i>The Journey Home</i> by Fran Preston-Gannon; <i>Oi Get Off Our Train</i> by John Burningham</p>	
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useful for poetry this year.					
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