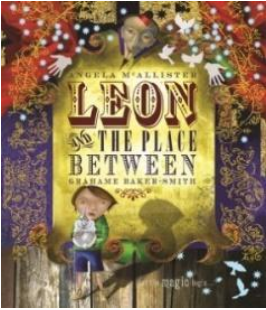
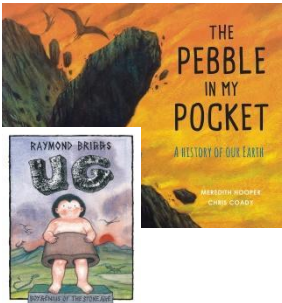
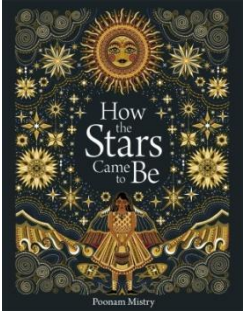
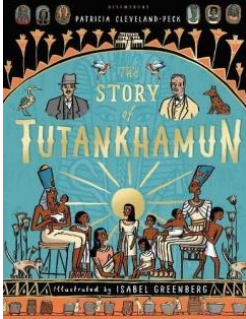

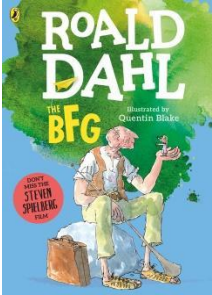
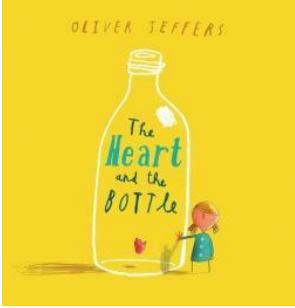
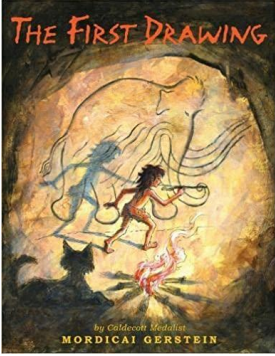
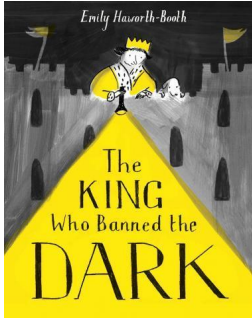
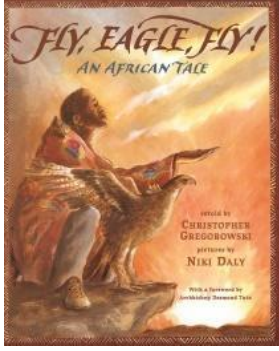
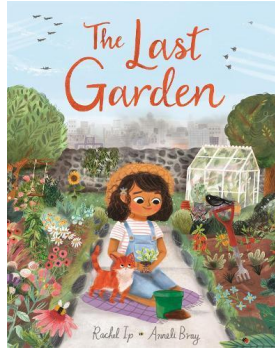
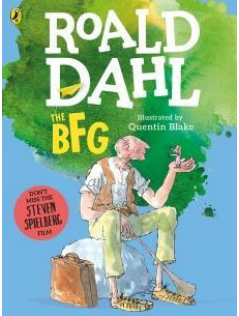


English: Year 3						
Connections to the Wider Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including Humans		Forces and Magnets		Plants	
	Rocks and Fossils		Light		Working Scientifically	
History	The Stone Age		Ancient Egypt		Romans in Britain	
Geography	Settlements and Land Use		Around the World Europe	Around the World: Africa	Comparative Study – Kampong Ayer	
RE	What is the Bible's Big Story?	Why is remembrance important? Advent and Christmas.	How do Hindus worship?	Who is the most important person in the Easter story?	What does it mean to be a Hindu?	Who is Jesus?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
English Topic	Magical Writing <i>"Sparks flew from his fingertips. Leon could smell the magic."</i>	Rocks and Fossils <i>"Pick up a pebble and you are holding a little piece of the history of our planet."</i>	Light <i>"Have you ever wondered how the stars came to be in the sky?"</i>	Africa Amazing Africa <i>"Africa is AMAZING. It is a gigantic continent: as big as Europe, the USA, Mexico and India combined."</i>	Plants: Caring for Our Planet <i>"Green spread through the city like a song, breathing to the sky, drawing down the rain like a blessing."</i>	Dreams <i>"Somewhere inside all of us, is the power to change the world."</i>
English Core Texts						
Resources to Support Planning	<i>Leon and the Place Between</i> by Grahame Baker-Smith CLPE/ Literacy Tree Planning Sequence	<i>The Pebble in my Pocket</i> by Meredith Hooper <i>Ug</i> by Raymond Briggs CLPE	<i>How the Stars Came To Be</i> by Poonam Mistry CLPE	<i>The Story of Tutankhamun</i> by Patricia Cleveland Peck Literacy Tree Planning Sequence	<i>The Promise</i> by Nicola Davies CLPE – needs adapting from Years 5/6	<i>The BFG</i> by Roald Dahl Literacy Tree Planning Sequence

<p>Additional Core Text</p> <p>This can be used instead of or as well as the core text.</p>						<p>N/A – Year 3 studying one longer text.</p>
<p>Resources to Support Planning</p>	<p>The Heart and the Bottle by Oliver Jeffers Literacy Tree Planning Sequeunce</p>	<p>The First Drawing by Mordcai Gerstein Literacy Tree Planning Sequeunce</p>	<p>The King Who Banned the Dark by Emily Haworth-Booth CLPE</p>	<p>Fly Eagle Fly! By Christopher Gregorowski CLPE</p>	<p>The Last Garden by Rachel Ip Literacy Tree Planning Sequeunce</p>	
<p>Guided Reading</p>	<p>Carousel Activities Group Discussions Comprehension Activities Love of Reading Accelerated Reader Quizzes Phonics (if needed)</p>					
<p>Resources to Support Planning</p>						
<p>Genre Coverage</p>	<p>Setting Descriptions Suspense List poetry Dialogue Persuasive poster</p>	<p>Free Verse Poetry Blackout Poetry Diary entry Persuasive writing</p>	<p>Oral Storytelling Creation narrative Setting description Information text</p>	<p>Non-chronological reports Newspaper reports</p>	<p>Setting Descriptions Dialogue Social Media Updates Narrative</p>	<p>Character descriptions Roald Dahl's Revolting Recipes Letters</p>

Reading	Word Reading	Comprehension
	<ul style="list-style-type: none"> Apply knowledge of root words and suffixes when reading unfamiliar words e.g. dis-/mis-/in-/il-/ir-/-ly Read further exception words – these are word where the spelling code works in an unusual or uncommon way - e.g. imagine or knowledge. Teachers take many of these words from the Year 3/4 spelling list: <p>https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p>	<p>Maintain positive attitudes to reading through:</p> <ul style="list-style-type: none"> Listening to stories/poems/plays/non-fiction read by the teacher Contributing to discussions about books Taking turns in discussions/building on the words of others to support discussion Reading and responding to a wide range of books e.g. fairy stories/myths/legends/information texts/newspapers Orally retelling parts of stories to others Reading poems aloud/performing poems and play scripts Reading aloud/performing aloud with intonation, tone, volume and actions Discussing/collecting/identifying words that capture the readers thoughts, feelings and imagination Telling others what a book they are reading is about <p>Understand what they read through:</p> <ul style="list-style-type: none"> Retrieving and recording information from a range of texts Inferring what characters feel through studying/discussing their actions Predicting what might happen next using clues Summarising through telling someone the main ideas of a paragraph e.g. <i>this paragraph is all about a tiger's diet because...</i> Justifying responses to a text e.g. point + evidence/<i>I think because I read in the text</i> Using dictionaries to understand unfamiliar words Using the context of the sentence to understand unfamiliar words Sequencing and discussing the main ideas of a story Rereading sentences/paragraphs that are confusing Skimming and scanning for a key word Checking books make sense by discussing them with others Asking questions to help them understand e.g. <i>what does this word mean? Why did the author choose to lay it out like this?</i> Discussing how texts are organised to help people understand e.g. headings/subheadings
	Greater Depth	
	<ul style="list-style-type: none"> Make links between unfamiliar words and those they are familiar with Review books and share opinions with different audiences Make links between books they have read independently and the text Make links across different genres Understand and describe a favourite author's style Identifying themes in books 	

**Spoken
Language**

- Prepare play scripts and poems to perform showing understanding through intonation, tone, volume and actions
- Use spoken language to develop understanding through exploring ideas
- Stay on topic/maintain attention
- Speak audibly
- Listen and respond appropriately to adults and their peers
- Ask relevant questions
- Clarify unknown words
- Make a point and justify it using 'because'
- Sequence and communicate ideas in an organised and logical way
- Take turns and listen to what others say
- Start to show awareness of how and when Standard English is used
- Develop and agree on rules for effective discussion
- Participate in discussions, presentations, performances and role plays
- Show understanding of the main points in a discussion
- Make and respond to contributions in a variety of group situations (e.g. whole class, pairs, groups etc)
- Consider other viewpoints
- Show they have listened carefully through making relevant comments
- Retell a story using narrative language and added relevant detail

Greater Depth

- Use fronted adverbials to sequence points
- Present/share/perform in front of a larger audience
- Respond to questions arising from presentations

**Writing:
Composition**

Non-Negotiables:

- Use full stops and capital letters
- Use commas in lists
- Use exclamation marks and questions marks
- Use apostrophes for contractions
- Use apostrophes for singular possession

Plan:

- Plan writing by discussing writing that are similar e.g. structure/language of poems, plays, letters etc.
- Plan writing by talking about how to improve it using examples from other writers they like
- Plan using a simple planning format e.g. plot sequencing

Write:

- Practice sentences orally
- Use varied and rich vocabulary
- Use a range of sentence structures (see sentence objectives in next table)
- Use a range of punctuation (see punctuation objectives in next table)
- Use paragraphs to organise writing
- Use direct speech within narratives
- Describe settings in narratives
- Describe characters in narratives
- Use noun phrases to describe
- Write similes using 'like' and 'as'
- Write narratives with a clear plot
- Organise non-fiction texts using headings and subheadings
- Use factual ideas in nonfiction writing


Improve:

- Rewrite work by saying it out loud
- Proofread sentences to check they make sense
- Proof read for spelling and punctuation – full stop, apostrophe, comma, question marks, exclamations, inverted commas
- Evaluate and edit – making improvements to grammar and vocabulary

Greater Depth

- Adapt planning structure to match personal needs and task requirements
- Have opportunity to write about things of significance to themselves
- Start or end a story in a specific way (e.g. with a question)
- Experiment with different kinds of narrators

Writing: Vocabulary, Grammar and Punctuation Terminology for pupils: Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas	Punctuation	Text	Sentence	Word
	<ul style="list-style-type: none"> • Full stops and capital letters (NN) • Exclamation marks and question marks (NN) • Commas in lists (NN) • Apostrophes for contraction (NN) • Commas to mark clauses • Speech marks/inverted commas for direct speech • Apostrophes for possession (singular nouns) 	<ul style="list-style-type: none"> • Present perfect form of verbs • Paragraphs (what they are) • Headings/subheadings • Present/past tense 	<ul style="list-style-type: none"> • Identify nouns, verbs and adjectives • Adverbs <i>e.g. such, as, then, next, soon</i> • <i>Prepositions e.g. as, before, after, during, in, because</i> • Pronouns • Fronted adverbials (time and place) • Expanded noun phrases • Main and subordinate clauses • Conjunctions: words to link clauses <p>e.g <i>e.g. such, as, when, before, after, while</i></p> <ul style="list-style-type: none"> • Different sentence forms: statement, command, question, exclamations • Determiners: a or an 	<ul style="list-style-type: none"> • Word families • Formation of nouns using prefixes (un, dis, mis, re, tele, auto, sub, super) • Plurals (suffixes s/es) • Suffixes: making nouns by adding -ness • Suffixes: making adjectives by adding -ful • Suffixes: making adverbs by adding -ly <p>Objectives are covered through the Babcock spelling scheme.</p>
Greater depth				
<ul style="list-style-type: none"> • Independently identify and correct grammatical errors in a text • Use apostrophes for possession for plurals • Begin to experiment with other punctuation (e.g. ellipsis, brackets etc) 				

Spelling	Term 1	Term 2	Term 3
<p>Outlined in Babcock No Nonsense Spelling Pathway</p> 	<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' The /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun, hear/here, too/to/two, one/won, blue/blew, there/their/they're</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. • Learn words from personal lists. 	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet, our/hour/are, be/bee, write/right, peace/piece</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. • Learn words from personal lists. 	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign, knot/not, weather/whether</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of per- sonal spelling list words.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. • Learn words from personal lists.

Handwriting

Outlined in
Penpals for Handwriting
Scheme and
Scope

Term 1

- Practising joining through a word in stages: no ascenders or descenders
- Practising joining through a word in stages: parallel ascenders
- Introducing joining from s to ascender: *sh, sl, st, sk*
- Introducing joining from s, no ascender: *sw, si, se, sn, sp, su*
- Introducing joining from s to an anticlockwise letter: *sa, sc, sd, so, sq*
- Introducing joining from r to an ascender: *rb, eh, rk, rl, rt*
- Introducing joining from r, no ascender: *ri, ru, rp*
- Introducing joining from r to an anticlockwise letter: *ra, rd, rg, ro*
- Introducing joining from r to e: *are, ere, ure, ore, ire*
- Introducing break letters: *g, j, y, f, b, p, x, z*

Term 2

- Introducing joining to f: *if, ef, af, of*
- Introducing joining from f to an ascender: *fl, ft*
- Introducing joining from f, no ascender: *fe, fi, fu, fr, fy*
- Introducing joining from f to an anticlockwise letter: *fo, fa*
- Introducing *ff*
- Introducing *rr*
- Introducing *ss*
- Introducing *qu*
- Revising parallel ascenders and descenders
- End-of-term check

Term 3

- Revising joins: letter spacing
- Revising joins: spacing between words 2
- Revising joins: consistency of size
- Revising joins: fluency
- Revising joins: parallel ascenders
- Revising joins: parallel ascenders and descenders
- Revising horizontal join from r to an anticlockwise letter: *r>[*
- Revising break letters
- Assessment
- Revising capital letters

