

	Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
History/Geography Question	Who first lived in Britain? (History)	Who's the mummy? (History)	Where has all the docks gone? (Geography)	Why is the earth so angry? (Geography)	Who were the Mayans and what have we learnt from them? (History)	Why do so many people choose to go to the Mediterranean for their holidays? (Geography)	
Text/Book/Poem	Traction Man	The Scarab's Secret	Iron Man (picture book)	Hansel and Gretel	The Chocolate Tree	The Snorgh and the Sailor	
Genres	Poetry Narratives (inc character/setting description)	Non-Chron Instructions	Narrative (5 part) Letter etc	Narrative (5 part) Diary	Non-Chronological Report Instructions	Poetry Narrative	
Class Read	The Twits	The Cat Mummy by Jacqueline Wilson	Iron Man (Read more of the second part)	Alice's adventures in wonderland by Anthony Browne	The Diary of a Killer Cat	Flat Stanley James and the Giant Peach	
Reading Skills	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can experience and	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can experience and	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can experience and	
	l can experience and discuss a range of fiction, poetry, plays,	I can experience and discuss a range of fiction, poetry, plays,	I can experience and discuss a range of fiction, poetry, plays,	I can experience and discuss a range of fiction, poetry, plays,	I can experience and discuss a range of fiction, poetry, plays,	I can experience and discuss a range of fiction, poetry, plays,	



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non-fiction and	non-fiction and				
reference books or	reference books or				
textbooks.	textbooks.	textbooks.	textbooks.	textbooks.	textbooks.
I can begin to	I know that non-fiction	I can begin to	I can begin to	I know that non-fiction	I know that non-fiction
understand that	books are structured in	understand that	understand that	books are structured in	books are structured in
narrative books are	different ways and be	narrative books are	narrative books are	different ways and be	different ways and be
structured in different	able to use them	structured in different	structured in different	able to use them	able to use them
ways, for example,	effectively.	ways, for example,	ways, for example,	effectively.	effectively.
quest stories and		quest stories and	quest stories and		
stories with dilemmas.	I can ask questions to	stories with dilemmas.	stories with dilemmas.	I can ask questions to	I can begin to
	improve understanding			improve understanding	understand that
I can ask questions to	of a text.	I can ask questions to	I can ask questions to	of a text	narrative books are
improve understanding		improve understanding	improve understanding		structured in different
of a text.	I can use dictionaries	of a text.	of a text.	I can predict what	ways, for example,
	to check the meaning			might happen from	quest stories and
I can predict what	of unfamiliar words.	I can predict what	I can predict what	details stated	stories with dilemmas
might happen from		might happen from	might happen from		
details stated.	I can identify main idea	details stated.	details stated	I can use dictionaries	I can ask questions to
	of a text.			to check the meaning	improve understanding
I can draw inferences		I can draw inferences	I can draw inferences	of unfamiliar words.	of a text
such as inferring	I can identify how	such as inferring	such as inferring		
characters' feelings,	structure, and	characters' feelings,	characters' feelings,	I can identify main idea	I can predict what
thoughts and motives	presentation	thoughts and motives	thoughts and motives	of a text.	might happen from
from their actions.	contribute to the	from their actions.	from their actions		details stated
	meaning of texts.			I can identify how	
I can use dictionaries		I can use dictionaries	I can use dictionaries	structure, and	I can draw inferences
to check the meaning	I can retrieve and	to check the meaning	to check the meaning	presentation	such as inferring
of unfamiliar words	record information	of unfamiliar words.	of unfamiliar words.	contribute to the	characters' feelings,
	from non-fiction.			meaning of texts.	thoughts and motives
I can identify main idea		I can identify main idea	I can identify main idea	-	from their actions
of a text.	I can discuss books,	of a text.	of a text.	I can retrieve and	
	poems and other works			record information	I can use dictionaries
I can identify how	that are read aloud and	I can identify how	I can identify how	from non-fiction	to check the meaning
structure, and	independently, taking	structure, and	structure, and		of unfamiliar words
presentation	turns and listening to	presentation	presentation		
contribute to the	others' opinions.	contribute to the	contribute to the		I can identify the main
meaning of texts.		meaning of texts.	meaning of texts.		idea of a text



	I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.	I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.	I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently		I can identify how structure, and presentation contribute to the meaning of texts I can retrieve and record information from non-fiction I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
Writing Composition	I can discuss models of	I can discuss models of	I can discuss models of	I can discuss models of	I can discuss models of	I can discuss models of
	writing, noting its	writing, noting its	writing, noting its	writing, noting its	writing, noting its	writing, noting its
	structure, grammatical	structure, grammatical	structure, grammatical	structure, grammatical	structure, grammatical	structure, grammatical
	features and use of	features and use of	features and use of	features and use of	features and use of	features and use of
	vocabulary.	vocabulary.	vocabulary.	vocabulary.	vocabulary.	vocabulary.



| I can discuss and       |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| record ideas.           |
| record lideus.          | record lideus.          | record lideus.          | record ideus.           | record ideus.           | record ideas.           |
| I can compose           |
| sentences orally        |
| (including dialogue)    |
| using rich vocabulary   |
| and a wider range of    |
| sentence structures.    |
| sentence structures.    |
I can write a narrative	I can write non-	I can write a narrative	I can write a narrative	I can write non-	I can write a narrative
with a clear structure,	narrative using simple	with a clear structure,	with a clear structure,	narrative using simple	with a clear structure,
setting, characters and	organisational devices	setting, characters and	setting, characters and	organisational devices	setting, characters and
plot.	such as headings and	plot.	plot.	such as headings and	plot.
•	sub-headings.	·	·	sub-headings.	·
I can suggest	5	I can suggest	I can suggest	5	I can suggest
improvements to my	I can suggest	improvements to my	improvements to my	I can suggest	improvements to my
own writing and that of	improvements to my	own writing and that of	own writing and that of	improvements to my	own writing and that of
others.	own writing and that of	others.	others.	own writing and that of	others.
	others.			others.	
I can make		I can make	I can make		I can make
improvements to	I can make	improvements to	improvements to	I can make	improvements to
grammar, vocabulary	improvements to	grammar, vocabulary	grammar, vocabulary	improvements to	grammar, vocabulary
and punctuation.	grammar, vocabulary	and punctuation.	and punctuation.	grammar, vocabulary	and punctuation.
•	and punctuation.	•	•	and punctuation.	
I can proof-read to		I can proof-read to			
check for errors in	I can proof-read to	check for errors in			
spelling and	check for errors in	spelling and	spelling and	spelling and	spelling and
punctuation.	spelling and	punctuation.	punctuation.	punctuation.	punctuation.
•	punctuation.	•	•	•	·
I can read my writing	·				I can read my writing
aloud to a group or					aloud to a group or
whole class, using					whole class, using
appropriate intonation					appropriate intonation
and controlling tone					and controlling tone
and volume so that					and volume so that
meaning is clear.					meaning is clear.
··					<b>-</b>



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<u>Sentence Structure</u>	I use a range of	I use a range of	I use a range of	I use a range of	I use a range of	I use a range of
	sentences with more	sentences with more	sentences with more	sentences with more	sentences with more	sentences with more
	than one clause by	than one clause by	than one clause by	than one clause by	than one clause by	than one clause by
	using a range of	using a range of	using a range of	using a range of	using a range of	using a range of
	conjunctions.	conjunctions.	conjunctions.	conjunctions.	conjunctions.	conjunctions.
	I can express time,	I can express time,	I can express time,	I can express time,	I can express time,	I can express time,
	place and cause by	place and cause by	place and cause by	place and cause by	place and cause by	place and cause by
	using conjunctions,	using conjunctions (e.g.	using conjunctions (e.g.	using conjunctions (e.g.	using conjunctions (e.g.	using conjunctions (e.g.
	adverbs and	so, before, that, while,	so, before, that, while,	so, before, that, while,	so, before, that, while,	so, before, that, while,
	prepositions.	because) adverbs (e.g.	because, if, when)	because, if, when)	because, if, when)	because, if, when)
	pi epositions.	then, next, soon) and	adverbs (e.g. then,	adverbs (e.g. then,	adverbs (e.g. then,	adverbs (e.g. then,
	I can use a simple	prepositions (e.g.	next, soon) and	next, soon) and	next, soon, therefore)	next, soon, therefore)
	sentence for effect.	before, after)	prepositions (e.g.	prepositions (e.g.	and prepositions (e.g.	and prepositions (e.g.
	sentence for effect.	Defore, after)	before, after)	before, after)	before, after, during,	before, after, during,
	I can use the forms a		Defore, after)	Defore, after)	in between)	in between)
	or an according to		I can use a simple	I can use a simple	in Derween)	in Detween)
	whether the next word		sentence for effect.	sentence for effect.		I can use a simple
	starts with a consonant		Sentence for effect.	Sentence for effect.		sentence for effect.
			I can use the forms a	I can use the forms a		serience for effect.
	or a vowel.		• • • • • • • • • • • • • • • • • • • •	· · · · · · · · · · · · · · · · · · ·		I can use the forms a
			or an according to whether the next word	or an according to whether the next word		
				starts with a consonant		or an according to whether the next word
			starts with a consonant			
			or a vowel.	or a vowel.		starts with a consonant or a vowel.
Text Structure	I am starting to use	I am organising	I am starting to use	I am starting to use	I am organising	I am starting to use
<u></u>	paragraphs.	paragraphs around a	paragraphs.	paragraphs.	paragraphs around a	paragraphs.
		theme.	par agr aprio.	paragraphic.	theme.	par agr aprio:
	I can use the present		I can use the present	I can use the present		I can use the present
	perfect form of verbs	I can use headings and	perfect form of verbs	perfect form of verbs	I can use headings and	perfect form of verbs
	instead of the simple	sub headings.	instead of the simple	instead of the simple	sub headings.	instead of the simple
	past.	eus neuenige.	past.	past.	eus neuenige.	past.
Punctuation			I can use inverted	I can use inverted		I can use inverted
			commas to punctuate	commas to punctuate		commas to punctuate
			direct speech.	direct speech.		direct speech.

Spelling	Pupils should be taught to:
	- Spell further homophones



*Taught throughout	- Spell words that are often misspelt (Year 3 and 4 word list)
the year including	- Use further prefixes and suffixes and understand how to add them for example – form nouns using super, anti, auto
RWI Spelling*	- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
	- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	- Spell correctly word families based on common words, for example - solve, solution, solver
	- Identify the root in longer words
Handwriting	- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left
*Taught additionally	unjoined.
but expected to be	- Increase the legibility, consistency and quality of their handwriting
applied during	
lessons*	