

**Year Group: 3**

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Text Title** | **Stone Age Boy – Satoshi Kitamura** | | **Alice in wonderland** | **Escape From Pompeii – Christina Balit** | **Fantastic Mr Fox** | |
| **Additional Texts** | * How to Wash a Woolly Mammoth * Stig of the Dump | | * Alternate versions. * Different characterisations of evil queens in history. | * Explanation text/non chronological report about volcanoes | * Wind in the Willows * Owl who is afraid of the dark * Hodgeheg | |
| **Genre/Outcomes** | * Fact File – Stone Age Animal – choose one. * Narrative retell * Narrative embellishment – the setting, add dialogue, hunting scene * Narrative – innovate a chapter – introduce your new stone age animal from the fact file. * Instructions – make a model woolly mammoth * Non chronological report – Stone Age Animals | | * Poetry – Food * Instructions- cakes for a Mad Hatters Tea Party * Narrative retell – explode the moment e.g. Mad Hatter’s tea party or the moment on the lawn. * Narrative innovation – add in another creature and interaction with them. * Character – evil Queen – analyse different version – who is the most villainous queen? | * Non-chronological report * Explanation text * Narrative – innovation * Narrative embellishment | * Non chronological report – animals that burrow/dig e.g. fox, badger * Poetry – animal counting poem (built on from Stone Age Boy) * Narrative innovation – create a farmer character in the style of the author * Short write – setting description * Narrative – retell chapter 2 with embellishment adding in the character and the setting work they have just done. * Narrative innovation – create a new character – e.g. a badger, rabbit * Narrative – add your new character into a part of the original story and have them interact with characters. | |
| **Reading skills** | * I can experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks * I can ask questions to improve understanding of a text * I can predict what might happen from details stated * I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions * I can identify main 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 canprepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action | | * I can experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks * I can ask questions to improve understanding of a text * I can predict what might happen from details stated * I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions * I can identify main 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 canprepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action | * I can experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks * I know that non-fiction books are structured in different ways and be able to use them effectively * I can begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas * I can ask questions to improve understanding of a text * I can predict what might happen from details stated * I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions * I can use dictionaries to check the meaning of unfamiliar words I can identify main idea of a text * 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 canprepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action | * I can experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks * I can begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas * I can ask questions to improve understanding of a text * I can predict what might happen from details stated * I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions * I can use dictionaries to check the meaning of unfamiliar words * I can identify main idea of a text * 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 canprepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action | |
| **Composition** | * I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. * I can compose sentences using a wider range of structures. * I can write a narrative with a clear structure, setting, characters and plot. * I can write non-narrative using simple organisational devices such as headings and sub-headings. * I use a range of sentences with more than one clause by using a range of conjunctions. * I can proof-read to check for errors in spelling and punctuation. | | * I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. * I can compose sentences using a wider range of structures. * I can write a narrative with a clear structure, setting, characters and plot. * I can write non-narrative using simple organisational devices such as headings and sub-headings. * I use a range of sentences with more than one clause by using a range of conjunctions. * I can proof-read to check for errors in spelling and punctuation | * I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. * I can compose sentences using a wider range of structures. * I can write a narrative with a clear structure, setting, characters and plot. * I can write non-narrative using simple organisational devices such as headings and sub-headings. * I can suggest improvements to my own writing and that of others. | * I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. * I can compose sentences using a wider range of structures. * I can write a narrative with a clear structure, setting, characters and plot. * I can write non-narrative using simple organisational devices such as headings and sub-headings. * I can suggest improvements to my own writing and that of others. * I can make improvements to grammar, vocabulary and punctuation. * I use a range of sentences with more than one clause by using a range of conjunctions. * I use the perfect form of verbs to mark the relationship of time and cause. * I can proof-read to check for errors in spelling and punctuation. | |
| **Sentence Structure** | * I can express time, place and cause by using conjunctions | | * I can express time, place and cause by using conjunctions | * I can express time, place and cause by using conjunctions, adverbs and prepositions. | * I can express time, place and cause by using conjunctions, adverbs and prepositions. | |
| **Text Structure** | * I can use the present perfect form of verbs instead of the simple past. | | * can use the present perfect form of verbs instead of the simple past. | * I can use the present perfect form of verbs instead of the simple past. | * I am starting to use paragraphs. * I can use headings and sub headings. * I can use the present perfect form of verbs instead of the simple past. | |
| **Punctuation** |  | | * I can use inverted commas to punctuate direct speech | I can use inverted commas to punctuate direct speech | * I can use inverted commas to punctuate direct speech | |
| **Vocabulary** | **Tier 1**  Stumbled  Wandered  Anxious  Confused / puzzled  Unusual  Peculiar  Charged  crouched  distance  **Tier 2**  Stone age  Spears  Flint stones  Wooly mammoth  Cave paintings  valley | |  | Tier 1  Volcano  Mountain  Height  Explanation text:  Dice  4-sided  Tier 2  Inactive  Stratovolcano  Avalanches  Vocab sheet/plan:  Eruption / erupts/ erupted  Located  Summit  Explanation text:  Evidence has shown knucklebones…  Archaeologists  Statues  Knucklebones  Jacks  Astragaloi  Throwing hand    Setting description – more golden lines instead of stand-alone vocabulary:  Building quivered  Steps creaked  Ground grumble  Air full of ash  Uncomfortably hot air  Black sky thick with ash  Muffled screams  Mighty Mount Vesuvius roar  Flames ripped upwards  Streams of molten liquid  Beloved Pompeii disappeared  Blanket of ash and stones | Tier 1  Favourite  Gallons of cider  Plotting / scheming  Mossy  Narrow, winding path  Burrow  Warren  Tier 2  Thunderous  Obnoxious  Crook  Automatically  Superpowers  Superhero  Sloping lawn | |
| **Grammar Lessons** | * Learn how to uses expanded noun phrases to describe and specify * Learn how to use both familiar and unfamiliar punctuation correctly – full stops, capital letters, exclamation marks, question marks * How the grammatical patterns in a sentence indicate its function as a command * How the grammatical patterns in a sentence indicate its function as an exclamation * How the grammatical patterns in a sentence indicate its function as a statement * Co-ordination * Subordination * Commas to separate items in a list * Apostrophes to mark where letters are missing in spelling nad to mark singular possession in nouns * Learn how to use the present and past tenses correctly and consistently including the progressive form | | * Use the forms a or an according to whether the next word begins with a consonant or a vowel * Extending the range of sentences with more than one clause by using a wider range of conjunctions * Using conjunctions to express time and cause * Express time, place and cause using conjunctions * Complete assessment and address gaps | * Using adverbs to express time and cause * Express time, place and causing adverbs * Using prepositions to express time and cause * Express time, place and cause using prepositions Introduction to inverted commas to punctuate direct speech * Use of the present form of verbs instead of the simple past * Using the present perfect form of verbs in contrast to the past tense * Complete assessment and address gaps | * Nouns * Introduction to paragraphs as a way to group related material * Headings and sub-headings to aid presentation * Word families based on common words, showing how words are related in form and meaning * Formation of nouns using a range of prefixes * Complete assessment and address gaps | |