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**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
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| **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
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 | * 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
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| **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.
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* 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.
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| **Sentence Structure** | * I can express time, place and cause by using conjunctions
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 | * I can express time, place and cause by using conjunctions, adverbs and prepositions.
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| **Text Structure** | * I can use the present perfect form of verbs instead of the simple past.
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 | * 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.
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| **Punctuation**  |  | * I can use inverted commas to punctuate direct speech
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| **Vocabulary**  | **Tier 1**StumbledWanderedAnxiousConfused / puzzledUnusualPeculiarChargedcrouched distance **Tier 2**Stone ageSpearsFlint stonesWooly mammothCave paintingsvalley |  | Tier 1 VolcanoMountainHeight Explanation text:Dice4-sidedTier 2InactiveStratovolcanoAvalanchesVocab sheet/plan:Eruption / erupts/ eruptedLocatedSummitExplanation text:Evidence has shown knucklebones…ArchaeologistsStatuesKnucklebonesJacksAstragaloiThrowing hand Setting description – more golden lines instead of stand-alone vocabulary:Building quiveredSteps creakedGround grumbleAir full of ashUncomfortably hot airBlack sky thick with ashMuffled screamsMighty Mount Vesuvius roarFlames ripped upwardsStreams of molten liquidBeloved Pompeii disappearedBlanket of ash and stones | Tier 1Favourite Gallons of ciderPlotting / scheming MossyNarrow, winding pathBurrowWarren Tier 2ThunderousObnoxious CrookAutomatically SuperpowersSuperhero 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
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