**Year 3 Reading and Writing Coverage**

**UNITS Covered in year**

Units are planned over 7-14 days. At the end of each unit children produce a piece of writing which is linked to it. Lessons are planned to meet the year 3 English Curriculum requirements ensuring continuity and progression. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

INTENT:

Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children’s love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. Oracy skills are developed to ensure our children are able to deal with a range of different talk situations. We aim for our children to have the skills that enable successful discussion, inspiring speech and effective communication.

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| Units Covered | | | | | | |
| 1.Basic skills  Reading and grammar | 2. Recount Writing- diary entries  Linked to The Egyptian History topic | 3. Newspaper Reports  Linked with The Egyptian History Topic –  using a selection of  Information books and articles about The Egyptians | 4. The Lion and the Unicorn  Shirley. Hughes  Rose Blanche  Ian McEwen  (Historical setting linked with WW2 History topic) | 5. Friend or Foe  Michael Morpurgo | 6. Fantastic Mr Fox  *Roald Dahl*  (Stories with familiar settings) | 7. Instructions  Linked to:  The Egyptians instructions  -D & T topic |
| 8. Christmas Story | 9. Myths and Legends | 10. Mystery and adventure stories  *The Firework Maker’s Daughter plus a selection of text extracts* | 11. Poetry  (Links made with the Geography unit- Volcanoes and Earthquakes) | 12. Letters | 13. Persuasive writing  (Cross link with Geography Volcanoes and Earthquakes) | 14. Balanced Arguments |
| 15. Play scripts | 16. Film Unit- The Beauty of Life | 17. Film Unit- El Caminante | 18. Film Unit- The Piano | 19. Biography and Autobiography | 20. Classic Stories (looking at traditional Roman stories) | 21. Performance Poetry |

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| FICTION | NON-FICTION | POETRY |

**WRITING**

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| Objectives | Summarised | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| • spell words that are often misspelt (Appendix 1) | Spell words which are often misspelt from the Y3-4 list |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals | Use the possessive apostrophe accurately with plurals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • use the first 2 or 3 letters of a word to check its spelling in a dictionary | Use a dictionary to check a spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | Use appropriate handwriting joins, including choosing unjoined letters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | Adopt the features of existing texts to shape own writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | Build sentences with varied vocabulary and structures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • organising paragraphs around a theme | Organise paragraphs around a theme |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • in narratives, creating settings, characters and plot | Develop detail of characters, settings and plot in narratives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • in non-narrative material, using simple organisational devices (headings & subheadings) | Use simple organisational devices in non-fiction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | Suggest improvements to grammar and vocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • proofread for spelling and punctuation errors | Proofread own work for spelling and punctuation errors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Read aloud using appropriate intonation, tone and volume |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | Use a range of conjunctions to extend sentences with more than one clause |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Choose nouns and pronouns for clarity and cohesion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using conjunctions, adverbs and prepositions to express time and cause (and place) | Use conjunctions, adverbs and prepositions to express time, cause & place |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using fronted adverbials | Use fronted adverbials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • difference between plural and possessive -s | Understand the difference between plural and possessive '-s' |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • Standard English verb inflections (I did vs I done) | Recognise and use standard English verb inflections |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • extended noun phrases, including with prepositions | Use extended noun phrases, including with prepositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using and punctuating direct speech (including punctuation within and surrounding inverted commas) | Use and punctuate direct speech correctly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**READING – All of these objectives are covered throughout the year in weekly Guided Reading sessions**

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| Objective | Summarised | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| • apply their growing knowledge of root words, prefixes and suffixes to read aloud | Read aloud and understand words based on knowledge of root words, prefixes and suffixes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | Read further exception words, including those with unusual spelling/sound links |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • retelling some of these (fairy tales, traditional tales, etc.) orally | Retell some fairy tales or traditional tales orally |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • identifying themes and conventions in a wide range of books | Identify themes and conventions in a range of books |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | Perform plays and poetry aloud using intonation, tone, volume and action |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • recognising some different forms of poetry | Recognise some different forms of poetry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • using dictionaries to check the meaning of words that they have read | Use dictionaries to check the meanings of words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | Check that a text makes sense, including explaining the meaning of words in context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • identifying main ideas drawn from more than one paragraph and summarising these | Identify and summarise the main ideas drawn from more than one paragraph |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions | Draw inferences about feelings thoughts and motives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • justify inferences with evidence | Use evidence to justify inferences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • discussing words and phrases that capture the reader’s interest and imagination | Discuss words and phrases which capture the reader's interest |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • identifying how language contributes to meaning | Identify how language contributes to meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • identifying how structure and presentation contribute to meaning | Identify how structure and presentation contribute to meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • retrieve and record information from non-fiction | Retrieve and record information from non-fiction texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |