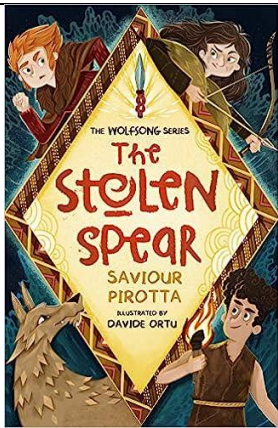
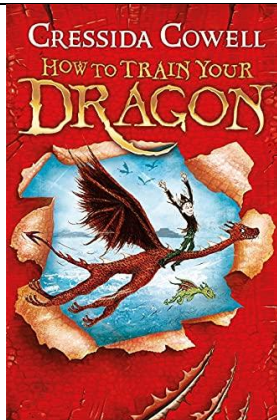
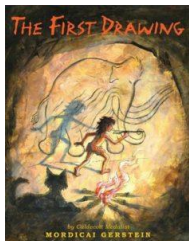
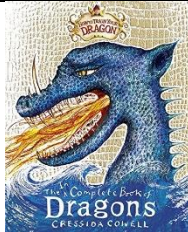


	Autumn term	Spring	Summer term
Main book focus and genre	 Creative writing/sentence focus: To compose an engaging (and whenever possible, historically accurate) setting description. Children will create a variety of descriptive paragraphs focusing on the main characters from The Stolen Spear alongside a detailed setting description. Instructions- how to make a campfire Narrative- Write an alternative ending for the story.	 Narrative Setting and character description. Dialogue- what do the children say to each other as they discover the letter? Using ideas from the author- Children arrive at school and the teachers have vanished! Persuasion/debate •End of story: Should Lucy help The Creakers? Explanation-Who is the King Creaker?	 Recount: events of story from a character's perspective Non chronological report: Based on the children's own dragon
Supporting book/media focus and genre	Additional: Christmas poetry 		
Reading Comprehension-VIPERS	V- use dictionaries to check the meaning of words that they have read V-discuss words that capture the reader's interest or imagination I-children can infer characters' feelings, thoughts and motives from their stated actions P-justify predictions using evidence from the text R-use contents page and subheadings to locate information R-learn the skill of 'skim and scan' to retrieve details. S-identifying main ideas drawn from a key paragraph or page and summarising these	V-identify how language choices help build meaning I-justify inferences by referencing a specific point in the text. I-ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. P-use relevant prior knowledge to make predictions and justify them E-discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books E-identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts R-begin to use quotations from the text. R-retrieve and record information from a fiction text. S-begin to distinguish between the important and less important information in a text. S- give a brief verbal summary of a story.	I-make inferences about actions or events P-use details from the text to form further predictions. E-recognise authorial choices and the purpose of these R-retrieve information from a non-fiction text S-teachers begin to model how to record summary writing. S- identify themes from a wide range of books S- make simple notes from one source of writing

Reading fluency 110 WPM	- when reading aloud, speak audibly and with growing fluency - read on sight all Y2 CE words and some further exception words for Y3-4 - gradually internalise the reading process to read silently	- read age-appropriate books (e.g. lime book band) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words	- Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; - read new words outside their spoken vocabulary, making a good guess at pronunciation
Sentence structure/punctuation objectives	-Recap Y2 objectives- A . , ? ! -Introduction to paragraphs - Expanded noun phrases with adjective -Expressing time, place and cause using conjunctions e.g. when, because, before, after, while, so because.	-Apostrophe for contraction and basic possession -Pronoun, possessive pronoun - Inverted commas to punctuate direct speech - subordination clause - Express position and time, pupils need to understand the meanings of many common prepositions, including between, on top of, afterwards, across. - Use of present perfect form of verbs	-Revise sentence demarcation (extend some children to commas for fronted adverbials, commas in a list) - Extend the full punctuation of speech (“A....,”)
Grammar objectives	-Difference between clause and phrase . -Identify all the word classes of a simple sentence -Knowing when to use “a” and “an” Identify all the word classes of a simple sentence. -Heading and Subheading -determiner	-Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”) -Pattern of three and exaggerated language for persuasion -Adverb, preposition, adverbial	-Time, place, cause using adverbs and prepositions -Possessive pronoun -Present perfect
Vocabulary and spelling objectives	- Suffixes Es, er, ed, ing - Prefix dis, un - Rare GPC- ey - Eigh, ei, aigh, ey - Rare GPC- ey - Eigh, ei, aigh, ey - Homophones - Prefix mis and re - Suffix Gue and cue	- Suffixes –ness, -ful following a consonant - Prefix sub, tele - Apostrophe for contraction within Grammar sessions - Ch, s as well as ss (ion/ure) - Ch, s as well as ss (ion/ure) - Suffix ness, ful, less and ly - Super, auto - Mix of statutory words given so far	- Suffix recap - Ed, ing, s, es, ness, ful, less, ly - Ly with root words ending in le and ic - Apostrophe for contractions - Rare GPCs /i/ - Ou sounds - Homophones - Statutory word test
Handwriting Nelson Handwriting	-Further practise of the four handwriting joins in: ine ut ute ve vi ok oh tters -sh as es -ri ru ry (practising joining from the letter r) -ee ea ed (practising joining from the letter e) -ow ov ox (practising joining from the letter o)	-ky hy ly (practising joining to the letter y) -ha ta fa (practising joining to the letter a) -od oo og (practising joining from the letter o) -er ir ur (practising joining to the letter r)	-ai al ay o you oi re oe fe (practising the horizontal join to the letter e) -fu wu vu (practising the horizontal join to the letter u) -ot ol ok (practising joining to ascenders) -ai al ow ol (practising all the joins)
End of Year Expectations	Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types using : extending the range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech		

