

Year 3

Unit	Term 1 (14 wks)				Suggested Texts
Traditional tales and Fairy stories (3 wks)	Spoken language To develop, agree and evaluate rules for effective discussion.	Grammar, Spelling, Punctuation and Vocabulary In reading, investigate: The use of clauses and subordinate clauses The use of paragraphs to group related material -the use of inverted commas to punctuate direct speech . In reading, investigate the way in which the following are used in different contexts: Expressing time, place and cause using conjunctions (when, before, after, while, so, because)	<ul style="list-style-type: none"> - Recap traditional tales from KS1. - Revisit prior knowledge of the structure and language features of traditional tales. - Introduce a new traditional tale. <ul style="list-style-type: none"> - Focus on characters – Is there a good hearted hero, a scheming villain, a wise helper? - Identify themes and conventions. - Review archaic language found in traditional tales. - Explore traditional tale endings (doesn't always turn out for the best, dark endings) - Retell a familiar traditional tale. - Plan and write their own traditional tale and read to class. 	Teaching strategies Talk for Writing (Imitation) (Innovation) (Invention) Guided Writing (To include Write Away Together) <ul style="list-style-type: none"> -Read aloud and retell stories revisit structure using boxing up (Year 2 key texts) -Orally retell new stories. - book talk - Audience and purpose. - Jumpstart vocabulary games (especially focussing on adjectives and archaic story language) - boxing up - share and compare endings of a range of traditional tales - Oral retelling - whole class/ groups/ pairs/ to other classes. -story maps 	Rapunzel

Year 3

		<p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>and how they are used in subordinate clauses</p> <p>In writing, children will apply these skills to:</p> <p>use clauses and subordinate clauses</p> <p>Use paragraphs to group related material</p> <p>-use inverted commas to punctuate direct speech</p> <p>In writing, children will express time, place and cause in different contexts, using:</p> <p>conjunctions (when, before, after, while, so, because)</p>		- Write Away Together	
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Year 3

		<p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or 'speech marks')</p> <p><u>Vocab</u> Consolidating vocabulary skills from Y2. Building on vocabulary previously learned to express their ideas. Use vocabulary that</p>			
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Year 3

		<p>signals time, e.g. <i>early that morning, later on, once</i></p> <p>Use vocabulary to shift attention, e.g. <i>meanwhile, at that very moment</i></p>			
<p>Reading Outcomes: The children will be able to identify themes, conventions, characteristics of the characters and endings in traditional tales.</p> <p>Spoken Language Outcomes: The children will be able to retell a familiar traditional tale.</p> <p>Writing Outcomes: The children will be able to plan and write their own traditional tale.</p>					
<p>Key stories (3wks)</p>	<p>To develop, agree and evaluate rules for effective discussion. Listen to others and ask relevant questions. Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others</p>	<p>Grammar, Spelling, Punctuation and Vocabulary</p> <p>In reading, investigate:</p> <p>The use of clauses and subordinate clauses</p> <p>-the use of inverted commas to punctuate direct speech.</p> <p>-how to express time, place and cause using</p>	<p>- Recap key stories known to children. - Introduce a new key story to be studied. - Consolidate understanding of sequential story structure of key stories - Identify themes in a range of stories e.g. adventure, folk tale, fairy tales, mystery stories. - Identify examples of stereotypical characters (see Subject Knowledge</p>	<p>Teaching strategies Talk for Writing (Imitation) (Innovation) (Invention) Guided Writing (To include Write Away Together) -- Reciprocal reading strategies. -Read aloud and orally retell familiar stories. -Boxing up used to support the teaching of paragraphing (focus on</p>	

Year 3

	<p>ideas by considering different viewpoints.</p>	<p>conjunctions (when, before, after, while, so, because)</p> <p>-Adverbs (then, next, soon, therefore)</p> <p>-Prepositions (before, after, during, in, because of)</p> <p>-The use of paragraphs to group related material</p> <p>In writing, children will apply these skills to:</p> <p>Use clauses and subordinate clauses</p> <p>use of paragraphs to group related material</p> <p>use of inverted commas to punctuate direct speech.</p>	<p>Papers).</p> <p>- Explore a moral dilemma and demonstrate empathy (judgements on their actions).</p> <p>- Remind children of the purpose of the stories (adventure, fables etc) before they begin to plan their writing.</p> <p>- Plan and write a story with an opening, dilemma, conflict/problem, resolution and ending and organise into paragraphs.</p> <p>- Write a letter from the main character to another character justifying an action they have taken.</p>	<p>structure)</p> <p>- book talk</p> <p>- role play, hot seating, drama activities (conscience alley)</p> <p>- story boxes/ props</p> <p>- Inference from pictures/text focused on themes and dilemmas. Refer back to the text.</p> <p>- story map</p> <p>- oral rehearsal</p> <p>- look at examples of letters (Reading as a writer)</p> <p>-- write adapted version of the story (Innovation)</p> <p>-Invention</p> <p>Write Away Together</p>	
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Year 3

		<p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or 'speech marks')</p> <p><u>Vocab</u> Understand and use homophones and near-homophones from Y3 spelling list.</p>			
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Year 3

		<p>Understand and use words from the year 3 word list.</p> <p>Use known vocabulary in a variety of situations.</p> <p>Understand and explain the meaning of words in context.</p> <p>Use vocabulary that signals time, e.g. <i>early that morning, later on, once</i></p> <p>Use vocabulary to shift attention, e.g. <i>meanwhile, at that very moment</i></p>			
<p>Reading Outcomes: The children will be able to identify purpose, story structure, explore a moral dilemma and demonstrate empathy.</p> <p>Spoken Language Outcomes: The children will be able to read their story to the class.</p> <p>Writing Outcomes: The children will be able to plan and write a story with an opening, dilemma, resolution and ending. The children will be able to write a character from the main character to another character justifying an action they have taken.</p>					
Play scripts (3wks)	To explain or describe what they have learnt.	Grammar, Spelling, Punctuation and Vocabulary	-- Read a range of play scripts. - Analyse the conventions for scripting a play e.g. The	Teaching strategies Talk for Writing (Imitation) (Innovation)	

Year 3

		<p>In reading play scripts and comic strips, investigate:</p> <p>The use of clauses and subordinate clauses</p> <p>How to express time place and cause using conjunctions (when, before, after, while, so, because)</p> <p>adverbs (then, next, soon, therefore)</p> <p>prepositions (before, after, during, in, because of)</p> <p>In writing comic strips, children will apply these skills to:</p> <p>Use clauses and subordinate clauses</p> <p>Express time, place and cause using conjunctions (when, before, after,</p>	<p>names of the characters and the words they speak, organisational information (scene2: The Kitchen) and stage directions (ENTER Sita, dancing).</p> <ul style="list-style-type: none"> - Explore dialogue i.e. a conversation between two or more characters. - Children to write a comic strip with speech bubbles and only include dialogue which moves the story on or gives important information. 	<p>(Invention) Guided Writing (To include Write Away Together)</p> <ul style="list-style-type: none"> -- Reciprocal reading strategies. - Guided reading (share examples of comic strips/comics identifying dialogue) -Read aloud and orally perform comic strips with a focus on dialogue and intonation - book talk - role play, hot seating, drama activities - story boxes/ props - Inference from pictures/text (focus of character's emotions and how these are depicted through dialogue) - comic strip approach - practise turning dialogue from drama into comic strips using speech bubbles - oral rehearsal - Write Away Together 	
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Year 3

		<p>while, so, because)</p> <p>adverbs (then, next, soon, therefore)</p> <p>prepositions (before, after, during, in, because of)</p> <p>Punctuate correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter <u>Vocab</u> Discuss vocabulary and extend their interest in the meaning and origins of new words. Understand and use homophones and near-homophones from Y3</p>			
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Year 3

		spelling list. Understand and use words from the year 3 word list.			
<p>Reading Outcomes: The children will be able to identify the conventions for scripting a play and analyse dialogue between two or more characters.</p> <p>Spoken Language Outcomes: The children will be able to perform a conversation between two or more characters.</p> <p>Writing Outcomes: The children will be able to write a comic strip with speech bubbles including dialogue to move the story on.</p>					
Recounts (3wks)	Develop an understanding of the differences between formal and informal language.	Grammar, Spelling, Punctuation and Vocabulary In reading investigate: The use of clauses and subordinate clauses -the use of inverted commas to punctuate direct speech . How to express time, place and cause using conjunctions (when, before, after, while, so, because)	- Watch a news report on television and identify the sequence of main events. - Retrieve and record information. - Identify the structure and language features of news reports (refer to Subject Knowledge Papers). - Read and analyse a newspaper report, identifying language features and structure. - Plan and write a recount using a timeline. Include a scene setting, an account of the events, additional detail about each event, a closing	Teaching strategies Talk for Writing (Imitation) (Innovation) (Guided Writing) - Reciprocal reading strategies. -Guided reading – share newspaper reports focus on structure/language - Inference work – focus on headlines, effect created to entice reader (Book talk) - Teacher model orally alongside text map (with more complex sentence signposts e.g. Moments later, In a short while after)	

Year 3

		<p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>The use of paragraphs to group related material</p> <p>The use of the present perfect form of verbs</p> <p>In writing, children will apply these skills to:</p> <p>Use clauses etc</p> <p>use paragraphs to group related material</p> <p>use the present perfect form of the verb</p> <p>use inverted commas to punctuate direct speech</p> <p>Express time, place and cause using conjunctions</p>	<p>statement with a definite ending.</p> <p>- Write the same recount in a variety of ways e.g. letters, diaries etc.</p>	<p>-boxing up to support sequencing events.</p> <p>- read, evaluate newspaper reports</p> <p>- Children orally retell sequence of events from own text map</p> <p>- Book talk, Reading as a writer (letters, diaries)</p>	
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Year 3

		<p>(when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or ‘speech marks’) <u>Vocab</u> Extend their interest in the meaning of words. Children to propose changes to grammar and vocabulary when evaluating their writing.</p>			
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Year 3

		<p>Understand and use homophones and near-homophones from Y3 spelling list.</p> <p>Understand and use words from the year 3 word list.</p> <p>Use vocabulary that signals time for example, then, next, after, meanwhile.</p>			
<p>Reading Outcomes: The children will be able to identify the sequence of main events and language features in a news report.</p> <p>Spoken Language Outcomes: perform a news report using information they have gathered.</p> <p>Writing Outcomes: The children will be able to plan and write a news report using a time line. Write the same recount in a variety of ways for example, letters, diaries etc.</p>					
<p>Poetry to perform Free verse and narrative (2wks)</p>	<p>To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.</p>	<p>Grammar, Spelling, Punctuation and Vocabulary</p> <p>In reading investigate:</p> <p>Expressing time, place and cause using conjunctions (when, before, after, while, so,</p>	<p><u>Narrative</u></p> <ul style="list-style-type: none"> - Read the narrative poems suggested for your year group. - Describe the effect the poem has. - Discuss the choice of words and rhythm or rhyme. - Discuss how the poet 	<p>Teaching strategies Talk for Writing (Imitation) (innovation) (Invention) Read and listen to a range of narrative poetry. -discuss vocab used and play games to develop the children's use of</p>	

Year 3

		<p>because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>In writing, children will apply these skills to:</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix</p>	<p>creates pictures.</p> <ul style="list-style-type: none"> - Perform individually or chorally the narrative poem. - Encourage the use of drama techniques to support their understanding of the meaning. 	<p>vocabulary (Jumpstart by Pie Corbett)</p> <ul style="list-style-type: none"> -children to innovate by changing the vocab used but by keeping the structure the same. - likes/ dislikes - Book talk - focus on imagery - Drama activities – Jumpstart by Pie Corbett - Model how to recite and perform in rhythm. - Recite poem as a class, in groups, pairs. - Film pupils performing poem, peer assessment with teacher support and improve. 	
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Year 3

		Clause Subordinate clause Consonant Consonant letter vowel Vowel letter <u>Vocab</u> Understand figurative language and distinguish shades of meaning among related words.			
<p>Reading Outcomes: The children will be able to describe the effect, choice of words and how the poet creates pictures of the narrative poem read.</p> <p>Spoken Language Outcomes: The children will be able to perform individually or chorally the narrative poem using drama techniques to support their understanding of meaning.</p> <p>Writing Outcome: Children will be able to plan and write a recount using a timeline. Write the same recount in a variety of ways, for example, letters, diaries etc.</p>					

Unit	Term 2 (11 wks)			Suggested Texts
Traditional tales and fairy stories (Fables) (2wks)	Spoken Language Listen to others and	Grammar, Spelling, Punctuation and Vocabulary	Reading and Writing	Hare and the tortoise book?

Year 3

	<p>ask relevant questions. To make extended contributions, explaining or giving reasons for their views and choices.</p>	<p>In reading investigate:</p> <p>Clauses</p> <p>-the use of inverted commas to punctuate direct speech.</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>Identify the present perfect from of verbs (e.g he has gone out to play instead of he went out to play)</p> <p>In writing, children will apply these skills to:</p> <p>Clauses</p>	<ul style="list-style-type: none"> - Read a variety of fables. - Identify that events told did not actually happen so fables do not need to convince - Identify that fables are very short with two characters often animals. - Identify that the main character gives the fable a title. - Explore how to establish the setting in the first line and introduce the two main characters as soon as possible. - Consider how fables give clues about what may happen e.g. a greedy but impatient fox was watching the chickens from behind a tree. - Analyse that the structure is typically the simplest kind of narrative with a beginning, a complication and a resolution. - Investigate how one of the characters learns an important lesson about life. - Explore the fact that characterisation is limited but specific e.g. lazy duck was making its way to the river ... A crafty raven was sitting on a branch ... - Investigate how action and dialogue are used to move the story on because the all-important moral is most clearly evident in what the main characters do and say. - Ensure that the moral is stated clearly at the end. - Children to plan and write their own fable (s). 	
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Year 3

		<p>use of inverted commas to punctuate direct speech.</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>The use of paragraphs to group related material</p> <p>Use the present perfect from of verb instead of the simple past (e.g he has gone out to play instead of he went out to play)</p> <p>Pupils will also be able to use the following terminology:</p>		
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Year 3

		Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or 'speech marks') <u>Vocab</u> Hearing and learning new vocabulary and use them in discussions. Introduce more varied vocabulary to express their ideas. Use standard and non-standard language appropriately. Use vocabulary to inject suspense, e.g. <i>suddenly,</i> <i>without warning</i> Use powerful verbs to describe actions, thoughts and feelings		
<p>Reading Outcomes: The children will be able to identify the features and structure of fables.</p> <p>Spoken Language Outcomes: The children will be able to retell their fable.</p> <p>Writing Outcomes: The children will be able to plan and write their own fable.</p>				

Year 3

Key stories (2wks)	Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas by considering different viewpoints. Take on more formal roles in group discussions, including roles of leader, reporter, scribe and mentor.	Grammar, Spelling, Punctuation and Vocabulary In reading investigate: Clauses -the use of inverted commas to punctuate direct speech . How to express time, place and cause using conjunctions (when, before, after, while, so, because) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in, because of) Identify the present perfect form of verbs In writing, children will	- Read books which are structured in different ways. - Predict what might happen from details stated and implied. - look for evidence of the relationship between characters based on dialogue. - Plan and write a complete story and include dialogue that shows the relationship between the two characters. -write a diary entry from one character's point of view.	

Year 3

		<p>apply these skills to:</p> <p>Clauses</p> <p>use of inverted commas to punctuate direct speech.</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>use of paragraphs to group related material</p> <p>use the present perfect from of the verb instead of the simple past tense</p> <p>Pupils will also be able to use the following terminology:</p>		
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Year 3

		<p> Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or ‘speech marks’) <u>Vocab</u> Use dictionaries to check the meaning of unfamiliar words. Discuss words and phrases that capture the reader’s interest and imagination from the text. Explain the meaning of words in context. Use vocabulary to inject suspense, e.g. <i>suddenly,</i> <i>without warning</i> Use powerful verbs to describe actions, thoughts and feelings </p>		
<p>Reading Outcomes: The children will be able to read books that are structured in different ways and locate evidence showing the relationships between characters based on dialogue.</p>				

Year 3

Writing Outcomes: The children will be able to plan and write a complete story including dialogue that shows the relationship between the two characters. Children will be able to write a diary entry from the point of view of one character.				
Explanation (3wks) (instructions)	To explain or describe what they have learnt.	Grammar, Spelling, Punctuation and Vocabulary In reading investigate: Clauses Headings and subheadings to aid presentation Express time, place and cause using conjunctions (when, before, after, while, so, because) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in, because of) In writing, children will apply these skills to:	- Watch for example The shirt machine, Wallace and Grommit, take notes of stages in the process, explain this process orally using <i>how</i> and <i>why</i> . - Using the notes taken, write an explanation of the Shirt Machine for example, ensure relevant detail is included and the explanation ended effectively. - Write the explanation as an instructional text (highlighting the differences between the two genres). - Evaluate the instructions for purpose, organisation, layout, clarity and usefulness.	

Year 3

		<p>Clauses</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>The use of paragraphs to group related material</p> <p>Headings and subheadings to aid presentation.</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause</p>		
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Year 3

		<p>Consonant Consonant letter vowel Vowel letter Inverted commas (or ‘speech marks’) <u>Vocab</u> Use age-appropriate academic vocabulary. Use extended vocabulary in a greater variety of situations. When reading, support the development of vocabulary. Use vocabulary that signals time, for example, <i>then, next, several months</i> <i>later</i> Use causal vocabulary, for example <i>because, so,</i> <i>this causes.</i></p>		
<p>Reading Outcomes: from watching or reading an explanation text, pupils will be able to identify stages in the process.</p> <p>Spoken Language Outcomes: The children will be able to explain the above process orally.</p> <p>Writing Outcomes: The children will be able to use the notes that they have taken to write an explanation.</p>				

Year 3

The children will be able to write an explanation text as an instructional text.				
Non chronological report (3wks)	To explain or describe what they have learnt.	Grammar, Spelling, Punctuation and Vocabulary In reading investigate: Clauses Headings and subheadings to aid presentation Express time, place and cause using conjunctions (when, before, after, while, so, because) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in, because of) In writing, children will apply these skills to: Clauses	<ul style="list-style-type: none"> - Read a variety of report texts. - Analyse the features of reports texts, note their function, form and typical language features (see Subject Knowledge Papers). - Distinguish between recounts and reports. - Research a topic and teach note taking techniques. Use contents pages and indexes to locate information. <ul style="list-style-type: none"> - Organise the information. - Write own report based on the notes. - Evaluate that a report has been written and not a recount. 	

Year 3

		<p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>The use of paragraphs to group related material</p> <p>Headings and subheadings to aid presentation.</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel</p>		
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Year 3

		Vowel letter Inverted commas (or ‘speech marks’) <u>Vocab</u> Use age-appropriate academic vocabulary. Use extended vocabulary in a greater variety of situations. When reading, support the development of vocabulary. Use descriptive vocabulary including the language of comparison and contrast, for precision.		
<p>Reading Outcomes: The children will be able to identify the features of report texts and distinguish between recounts and reports.</p> <p>Spoken Language Outcomes: The children will read their report to an audience who will evaluate that it is a report and not a recount.</p> <p>Writing Outcomes: The children will be able to take notes after researching a topic and write their own report based on the notes taken.</p>				
Poetry to perform Free verse and narrative (1wk)	To speak clearly and convey ideas confidently using standard English and to gain and	<u>Vocab</u> Discuss words and phrases that capture the	- Consolidate what the children have learned from term 1 narrative poetry. <u>Free verse</u> - Analyse free verse poem from a range of poems. - Children to write a free verse using a repeating	

Year 3

	maintain the interest of listeners.	readers interest and imagination.	pattern. -children will read their poem to an audience.	
<p>Reading Outcomes: The children will be able to identify the features of free verse from a range of poems.</p> <p>Spoken Language Outcomes: The children will be able to read their poem to an audience.</p> <p>Writing Outcomes: The children will be able to write a free verse poem using a repeated pattern.</p>				

Unit	Term 3 (14 wks)			Suggested Texts
Fiction Myths and Legends (3wks)	Spoken Language To develop their understanding by seeing patterns and generalisations (interpreting information) and begin to speculate, e.g I	Grammar, Spelling, Punctuation and Vocabulary In reading investigate: Clauses -the use of inverted commas to punctuate direct speech. How to express time, place and cause using	Reading and Writing - Identify the difference between Myths and Legends (refer to Subject Knowledge Papers). <u>Myth</u> - Analyse one myth, looking at structure of the myth. - Identify themes and conventions within the myth. - Consider the dramatic setting in the myth. - Explore how fast moving narration of action keeps the drama moving along.	The lambton worm Greek and Egyptian myths and legends

Year 3

	<p>wonder what would happen if....</p> <p>conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>Identify the present perfect form of verbs</p> <p>In writing, children will apply these skills to:</p> <p>Clauses</p> <p>use of inverted commas to punctuate direct speech.</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p>	<p>- Highlight how the plot includes incredible or miraculous events where characters behave in superhuman ways using unusual powers.</p> <p>- Explore a negative character in the myth who is the opposite of the positive character e.g. good/evil, brave/cowardly.</p> <p>- Retell myth orally.</p> <p>- Write own myth weaving description and dialogue together.</p> <p><u>Legend</u></p> <p>- Analyse the structure of a legend (chronological episodes).</p> <p>-- Identify the language features (refer to Subject Knowledge Papers).</p> <p>- Plan a legend which tells of a struggle (e.g. between good and evil, friend and foe, wise and foolish).</p> <p>- Decide on the main characters and the structure of the legend.</p> <p>- Write own legend and read to class.</p>	
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Year 3

		<p>Prepositions (before, after, during, in, because of)</p> <p>use of paragraphs to group related material</p> <p>use the present perfect from of the verb instead of the simple past tense</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or ‘speech marks’)</p> <p><u>Vocab</u> Identify how vocabulary contributes to meaning. Apply skills taught to</p>		
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Year 3

		<p>find out the meaning of new words. Continue to build upon previously taught vocabulary. Use descriptive vocabulary for settings and episodes. For example, <i>on the other side of the forest, back at home.</i></p>		
<p>Reading Outcomes: The children will be able to identify the structure, themes and conventions of myths. They will be able to identify the structure and language features of a legend.</p> <p>Spoken Language Outcomes: The children will be able to retell a myth orally. They will be able to read their own legend to the class.</p> <p>Writing Outcomes: The children will be able to write their own myth weaving description and dialogue together. They will be able to write their own legend.</p>				
<p>Key stories (3wks)</p>	<p>To develop their understanding by seeing patterns and generalisations (interpreting information) and begin to speculate, e.g I</p>	<p>Grammar, Spelling, Punctuation and Vocabulary</p> <p>In reading investigate:</p> <p>Clauses</p> <p>-the use of inverted</p>	<ul style="list-style-type: none"> - Revisit key stories read in term 1. - Introduce different types of stories. - Compare settings in different types of stories. - Explore how authors create atmosphere. - Make inferences about characters' feelings, thoughts and motives from their actions. Justify with evidence. - Explore characters' feelings, behaviour and relationships based on descriptions and their 	

Year 3

	<p>wonder what would happen if....</p> <p>Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas by considering different viewpoints.</p>	<p>commas to punctuate direct speech.</p> <p>How to express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>Identify the present perfect form of verbs</p> <p>In writing, children will apply these skills to:</p> <p>Clauses</p> <p>use of inverted commas to punctuate direct speech.</p> <p>Express time, place and cause using conjunctions</p>	<p>actions in the story.</p> <p>- Plan and write a story (of their choice but not a traditional tale, fairy story or fable) with the full sequence of events in order, include a description of a setting and characters, use third person and the past tense</p> <p>- Use a balance between written dialogue and action to move the plot on.</p>	
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Year 3

		<p>(when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>use of paragraphs to group related material</p> <p>use the present perfect from of the verb instead of the simple past tense</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or ‘speech marks’)</p>		
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Year 3

		<u>Vocab</u> Extend their interest in the meaning and origin of words. Understand and use homophones and near-homophones from Y3 spelling list. Understand and use words from the year 3 word list. Use descriptive vocabulary for settings and episodes. For example, <i>on the other side of the forest, back at home.</i>		
<p>Reading Outcomes: The children will be able to compare settings and explore how authors create atmosphere. They will make inferences about characters feelings, thoughts and motives from their actions and justify with evidence.</p> <p>Spoken Language Outcomes: The children will be able to retell their story from their plan prior to writing.</p> <p>Writing Outcomes: The children will be able to plan and write a story with a setting and characters, the sequence of events in order and a balance between written dialogue and action.</p>				
Play scripts (2wks)	To speak clearly and convey ideas confidently using	Grammar, Spelling, Punctuation and Vocabulary	-- Revisit the conventions for writing a play script from term 1. - Introduce a new play script to consolidate the	

Year 3

	<p>standard English and to gain and maintain the interest of listeners.</p>	<p>In reading, investigate:</p> <p>How the conventions of play scripts express time place and cause using conjunctions (when, before, after, while, so, because)</p> <p>adverbs (then, next, soon, therefore)</p> <p>prepositions (before, after, during, in, because of)</p> <p>In writing, children will apply these skills to:</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>adverbs (then, next, soon, therefore)</p> <p>prepositions (before,</p>	<p>conventions.</p> <ul style="list-style-type: none"> - From the play script read, identify the names of the characters, the words they speak, organisational information (scene2: The Kitchen) and stage directions (ENTER Sita, dancing). - Write a play script applying the presentational conventions of a script throughout. - Perform play script and evaluate for interest and engaging the audience. 	
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Year 3

		<p>after, during, in, because of)</p> <p>Punctuate correctly</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter <u>Vocab</u> Use drama approaches to support their understanding of meaning.</p>		
<p>Reading Outcomes: Children will be able to identify the conventions for writing a playscript.</p> <p>Spoken Language Outcomes: children will be able to perform a playscript engaging the audience</p> <p>Writing Outcomes: Children will be able to write a playscript using presentational conventions.</p>				
Persuasive text (3wks)	To speak clearly and convey ideas confidently using	Grammar, Spelling, Punctuation and Vocabulary	<p>- Read and evaluate a wide range of simple persuasive texts.</p> <p>- Identify the opening statement, the organisation</p>	

Year 3

	<p>standard English and to gain and maintain the interest of listeners. To make extended contributions, explaining or giving reasons for their views and choices. Take on more formal roles in group discussions, including roles of leader, reporter, scribe and mentor.</p>	<p>In reading, investigate:</p> <p>The use of clauses and subordinate clauses</p> <p>The use of paragraphs to group related material</p> <p>How to express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>and how they are used in subordinate clauses</p> <p>In writing, children will apply these skills to:</p> <p>use clauses and subordinate clauses</p>	<p>of the information and the closing statement (refer to the subject knowledge papers for the generic structure and language features).</p> <ul style="list-style-type: none"> - Choose a persuasive scenario relevant to the interest of the pupils. Explore persuasive techniques through role-play and drama. - Write a persuasive text. - Decide on the viewpoint. - Organise the main points and best order. - Use elaboration for each key point. - Use techniques to get the reader on your side (see Subject knowledge Papers). 	
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Year 3

		<p>Use paragraphs to group related material</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or ‘speech marks’) <u>Vocab</u> Use persuasive</p>		
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Year 3

		<p>vocabulary to develop a specific viewpoint. Progressively build a varied and rich vocabulary. Propose changes to grammar and vocabulary when evaluating and editing their work. Use vocabulary appropriate to the purpose and audience (formal and informal vocabulary). Use logical conjunctions, for example <i>this shows, however, because</i>.</p>		
<p>Reading Outcomes: Children will be able to identify the structure and language features of instructional writing.</p> <p>Spoken Language Outcomes: children will be able to explore persuasive techniques through role play and drama.</p> <p>Writing Outcomes: Children will be able to plan and write a persuasive text.</p>				
<p>Non chronological reports (2wks)</p>	<p>Develop an understanding of the differences between formal and informal language. To explain or</p>	<p>Grammar, Spelling, Punctuation and Vocabulary</p> <p>In reading investigate:</p> <p>Clauses</p>	<ul style="list-style-type: none"> - Research a topic and teach note-taking techniques. Use contents pages and indexes to locate information. - Plan how to organise the information. - Collect the information under planned headings e.g. qualities, functions, description, habitat, behaviour etc. 	

Year 3

	<p>describe what they have learnt.</p>	<p>Headings and subheadings to aid presentation</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because of)</p> <p>In writing, children will apply these skills to:</p> <p>Clauses</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p>	<ul style="list-style-type: none"> - Write an opening statement which is a general classification, e.g. sparrows are birds, followed by a more detailed classification. - Ensure there is an elaboration of detail. - Write a report linked to another curriculum area. - Evaluate for effectiveness of structure and language features (see Subject Knowledge Papers). 	
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Year 3

		<p>Prepositions (before, after, during, in, because of)</p> <p>The use of paragraphs to group related material</p> <p>Headings and subheadings to aid presentation.</p> <p>Pupils will also be able to use the following terminology:</p> <p>Word family Prefix Clause Subordinate clause Consonant Consonant letter vowel Vowel letter Inverted commas (or ‘speech marks’) <u>Vocab</u> Progressively build a varied and rich vocabulary. Propose changes to grammar and vocabulary when</p>		
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Year 3

		<p>evaluating and editing their work. Use vocabulary appropriate to the purpose and audience (formal and informal vocabulary). Use age-appropriate academic vocabulary. Use extended vocabulary in a greater variety of situations.</p> <p>Use descriptive vocabulary including the language of comparison and contrast, for precision.</p>		
<p>Reading Outcomes: Children will be able to research a topic, collecting information under planned headings.</p> <p>Writing Outcomes: Children will be able to write a non-chronological report based on the information gathered. Children will be able to write a report in another curriculum area.</p>				
<p>Poetry to perform Free verse and narrative (1wk)</p>	<p>To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of</p>	<p><u>Vocab</u> Discuss words and phrases that capture the reader's interest and imagination to extend their vocabulary. Use technical vocabulary</p>	<p>- Use knowledge of narrative and free verse poetry to perform a poem. - Encourage the use of drama techniques to support their understanding of the meaning.</p>	

Year 3

	listeners.	for example – repetition, alliteration, onomatopoeia, rhythm, rhyme; simile (like/as), personification, metaphor; ;		
<p>Reading Outcomes: Children will be able to identify features of narrative and free verse poetry.</p> <p>Spoken Language Outcomes: Children will be able to perform a poem using drama techniques to support meaning.</p> <p>Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions.</p>				