

Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation
<p>Fiction: Narratives (traditional tales) – The Three Little Pigs.</p>	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • identifying themes and conventions in a wide range of books. 	<p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • discussing and recording ideas. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Pupils are taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Revision and consolidation from Year 2:</p> <ul style="list-style-type: none"> • Consolidating use of punctuation including capital letters, full stops, question marks and exclamation marks, commas in lists. • Correct and consistent choice of present and past tense throughout writing. <p>Basic word classes – nouns, adjectives, verbs. Sentence types including questions, statements and commands.</p>
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<p>Poetry: Festival Poems from around the world (Hamilton Literacy)</p>	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • using dictionaries to check the meaning of words that they have read. • Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and actions. • discussing words and phrases that capture the readers interest and imagination. • recognising some different forms of poetry – acrostic. 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • discussing and recording ideas. <p>Pupils are taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Pupils are taught to use the first two or three letters of a word to check its spelling in a dictionary.</p>	

	<p>Pupils are taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.• asking questions to improve their understanding of a text.• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.• predicting what might happen from details stated and implied.• Identifying the main ideas drawn from more than one paragraph and summarising these.• identifying how language, structure, and presentation contribute to meaning. <p>Pupils are taught to retrieve and record information from non-fiction.</p> <p>Pupils are taught to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Pupils are taught to retrieve and record information from non-fiction.</p>		
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Year 3 Autumn 2				
Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation	Writing
<p>Non-Fiction: Letter – The Heart and the Bottle by Oliver Jeffers (Literacy Tree)</p>	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. discussing words and phrases that capture the reader's interest and imagination. <p>Pupils are taught to understand what they read, in book they can read independently, by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. predicting what might happen from details stated and implied. identifying how language, structure, and presentation contribute to meaning. <p>Pupils are taught to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined. increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme. <p>Pupils are taught to proof read for spelling and punctuation errors.</p> <p>Pupils are taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</p>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense. using conjunctions, adverbs and prepositions to express time and cause. using and punctuating direct speech. 	<ul style="list-style-type: none"> Compound sentences Sentences with commas in a list. Dialogue Letter in role (assessment)

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<p>Fiction: Story book/advertisements – ‘Leon and the Place Between’ by Angela McAllister</p>	<p>Pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • discussing words and phrases that capture the reader’s interest and imagination. <p>Pupils are taught to understand what they read, in book they can read independently, by:</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • identifying how language, structure, and presentation contribute to meaning. <p>Pupils are taught to retrieve and record information from non-fiction. Pupils are taught to participate in discussion about both books that are</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined. • increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • discussing and recording ideas. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme. • In non-narrative material, using simple organisational devices such as headings and sub-headings. <p>Pupils are taught to proof read for spelling and punctuation errors.</p> <p>Pupils are taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</p>	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense. • using conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> • Circus advertisement (assessment)

	read to them and those they can read for themselves, taking turns and listening to what others say.			
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