

YEAR 3	Autumn 1 ???	Autumn 2 ???	Spring 1 ???	Spring 2 ???	Summer 1 ???	Summer 2 ???
Literary Form	Fiction – Short story/Picture Book	Fiction – Short story/Picture book	Fiction – Illustrated novel	Non-fiction - Information text	Poetry	Fiction – Illustrated novel
Link to main NC area of learning	Science: Space	Science & geography – impact on environment and recycling	Science – forces & magnets Geography – locating countries Art - Shading	Science – Rocks & soils Geography – Volcanoes History – continuity & change	Geography – similarities and differences	History – early civilisations Music – Sea shanties
PSED & Human themes	-Fear of the unknown -Prejudice - Tolerance -Acceptance of difference	-Environmentalism -Roles in a community - Loneliness	-Conflict resolution -Friendship	- Community responsibilities	-Families – cultural differences	-Bullying -Friendships -Right and wrong
Reading: Experience, Knowledge, Skills & Strategies	- listening to and discussing a wide range of texts -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words -increasing their familiarity with a wide range of books and retelling some of these orally -identifying themes and conventions in a wide range of books	-continuing to read and discuss an increasingly wide range of fiction -identifying and discussing themes and conventions - making comparisons within and across books -preparing poems to read aloud and to perform, making meaning clear to an audience -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying how language, structure and presentation contribute to meaning -discuss and evaluate how authors use language, considering the impact on the reader	-develop positive attitudes to reading by listening to and discussing a wide range of fiction -increase familiarity with a range of books Identify themes and conventions -discuss words and phrases that capture readers’ interest and imagination -ask questions to improve understanding of the text -draw inferences and justify inferences with evidence -identify how language and structure contribute to meaning	-develop their understanding and enjoyment of stories and non-fiction. Developing knowledge and skills in reading non-fiction about a wide range of subjects -justify their views about what they have read: with support -listen to and discuss a wide range of non-fiction and reference books or textbooks -retrieve and record information from non-fiction -use dictionaries to check the meaning of words	-read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks -identify and discuss themes and conventions in and across a wide range of writing -learn a wider range of poetry by heart -prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-increase familiarity with a range of books -identify themes and conventions -prepare play scripts to read aloud - show understanding through intonation, tone, volume and action -discuss words and phrases that capture readers’ interest and imagination -draw inferences about characters’ feelings, thoughts, emotions and actions -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
National Curriculum Vocabulary, Grammar, Punctuation and Spelling	-Choosing appropriate nouns or pronouns – using a range of pre-fixes and suffixes	Conjunctions – expressing time and cause – using the correct form of ‘an’ or ‘a’ - using a range of pre-fixes and suffixes	-Fronted adverbials – expressing time and cause –using the possessive apostrophe - using the correct form of ‘an’ or ‘a’ – inverted commas - using a range of pre-fixes and suffixes - choosing appropriate nouns or pronouns	-Paragraphs – conjunctions – fronted adverbials – present perfect tense – subheadings - using a range of pre-fixes and suffixes	Prepositions – adverbs - using the possessive apostrophe - using the correct form of ‘an’ or ‘a’ – inverted commas - using a range of pre-fixes and suffixes	-Paragraphs – conjunctions – fronted adverbials – present perfect tense – subheadings - using a range of pre-fixes and suffixes using the correct form of ‘an’ or ‘a’ - Choosing appropriate nouns or pronouns
Language Competency: Through reading, talk and writing	Participate actively in collaborative conversations; use spoken language to develop understanding; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; select and use appropriate registers for effective communication.	Listen and respond appropriately; participate actively in collaborative conversations; use spoken language to develop understanding; select and use appropriate registers for effective communication; ask relevant questions; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives; staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; participate in discussions, performances, role-play, improvisations and debates; consider and evaluate different viewpoints.	Maintain attention and participate actively in collaborative conversations, responding to comments; ask relevant questions to extend their understanding; listen and respond appropriately to adults and peers; articulate and justify answers and opinions; use spoken language to develop understanding; speak audibly and fluently with an increasing command of Standard English; consider and evaluate different viewpoints; attending to the contributions of others; use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.	Articulate and justify answers, arguments and opinions; use spoken language to develop understanding through imagining and exploring ideas in role play drama; select and use appropriate registers for effective communication.	Participate actively performance, discussion and debate; use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; select and use appropriate registers for effective communication.	Participate actively in collaborative conversations; use spoken language to develop understanding through imagining and exploring ideas; select and use appropriate registers for effective communication.
Extended Writing Outcome	-Poetry -Diary entry -News Reports -TV report -Explanation writing -Myth writing -Persuasive writing -Letter writing	-Writing in role -Diary entry -Poetry -Descriptive Writing -Letter writing -Book Reviews -Creative Writing	- Annotated drawings - Recounts (diary entries) - Persuasive letter - List poetry - Questions -Newspaper report - Book trailers - Reviews	-Poetry -Story maps -Fact files - Instructions - Writing in role - Narrative descriptions - Book making -Diary entry	- Poems inspired by the collection - Descriptive paragraphs - Constructing debating arguments - Note taking	Writing in role - Note writing - Character profile - Diary entry - Chants Instruction writing - Leaflets – Poetry – Argument - Message in a bottle - Storymapping