|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Year Three** | **Books** | **Theme: Growing Together**  The Promise by Nicola Davis  **Theme: Helping others**  **Books:** This Moose Belongs to Me – Oliver Jeffers  **Roald Dahl Week**: George’s Marvellous Medicine  **Poetry Week:** Roger McGough  **Black History Month:** Little Leaders Bold Women in Black History  Little Leaders Exceptional Men in Black History | **Theme: Appreciation**  **Books: Based on The Ages**  Stone Age Boy by Satoshi Kitamura  Stig of the Dump – Clive King  **Other books:** Ug: Boy Genius of the Stone Age and His Search For Soft Trousers by Raymond Briggs | **Theme: Environmental Issues**  **Books:** The Great Kapok Tree  What a waste by Jess French  **Poetry Week:** The Lost Words by Robert Macfarlane & Jackie Morris | **Theme: Friendship**  Ottoline and The Yellow Cat by Chris Riddell  **Theme: Environmental Issues**  How to Help a Hedgehog and protect a Polar Bear by Jess French | | **Books:** The Legend of Spud Murphy.  There is a snake in my school by David Walliams  **Poetry Week**: Stars with Flaming Tails by Valerie Bloom | **Theme: Ancient Egypt**  **Books:**  Cinderella of the Nile – Beverly Naidoo  Malala’s Magic Pencil  **Other books:**  The Egyptian Cinderella by Shirley Climo |
| **Reading**  **(Word Reading & Comprehension)** | For children who are working towards the expected standard we use PM Benchmarking to assess their word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability. We use NFER reading assessment to assess children’s reading comprehension ability. We promote reading for pleasure and children have a free choice of books to take home. | | | | | | |
| **Destination Reader** | Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners. Children practise seven key skills identifies within the national curriculum to support the reading and understanding of a wide range of texts. The skills are:  predicting, making connections, asking questions, evaluating, inferring, summarising, clarifying. | | | | | | |
| **Writing (Transcription- Spelling)** | use further prefixes and suffixes and understand how to add them (English Appendix 1) | spell more complex word forms and start to use dictionaries.  use the first two or three letters of a word to check its spelling in a dictionary | spelling words that are often misspelt (word list for year 1, 2 and 3) | using the possessive apostrophe with regular and irregular plurals  [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] | | Spelling lots of homophones correctly | Consolidation of Year 3 curriculum |
| **Writing (Transcription - Handwriting)** | We follow the Penpals handwriting programme | | | | | | |
| **Writing (Composition)** | composing and rehearsing sentences orally (including dialogue)  building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  poetry writing | discussing and recording ideas  (ongoing)  creating settings, characters and plot in narratives | organising paragraphs around a theme  non-narrative material, using simple organisational devices [for example, headings and sub-headings] | proof-read for spelling and punctuation errors | editing skills  assessing the effectiveness of their own and others’ writing and suggesting  improvements  proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | | Consolidation of Year 3 curriculum |
| **Writing (Vocabulary, grammar and punctuation )** | Revision of work done in previous years | adverbs (e.g. then, next, therefore, soon)  Vary sentence structure by expressing time and cause using:  conjunctions (e.g.  so, when, before, after, while, because) | prepositions (e.g. before, after, during, in, because of)  direct speech  consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’) | Use adverbials of time, place and manner (e.g. at midnight, over the hill)  Consistent use of past and present tense, including irregular forms | word family, prefix clause, subordinate clause | | Consolidation of Year 3 curriculum and grammar from English Appendix 2 in NC document. |