Term							
Autumn 1 Image: Autumn 1	Driver Text: Stone Age Boy by Satoshi Kitamura						
	Fiction	Non-Fiction	Poetry				
	Writing Focus Narrative- A dream story set in the Stone Age. *Rising Stars Vocabulary Activity- Page 24- Can we describe a landscape? *	Writing Focus Information writing- A Stone Age Settlement. *Rising Stars Vocabulary Activity- Page 12- Can we explore words and synonyms in non-fiction? *	Writing Focus Stone Age Poem- Unknown Using the same rhythm and rhyme, children to write an abridged version about the Stone Age making subtle changes to the language used. *Rising Stars Vocabulary Activity- Page 30-Can we talk about civilisation? *				
	Word families based on common word dissolve, insoluble) Sentence Expressing time, place and cause us soon, therefore) Prepositions (e.g. before, after, durin <u>Text</u> Introduction to paragraphs as a way Headings and sub-headings to aid p	g to whether the next word begins with a cor ords, showing how words are related in form sing conjunctions (e.g. when, before, after, v ng, in, because of) to group related material presentation erbs instead of the simple past (e.g. He has	nsonant or a vowel (e.g. a rock, an open box) and meaning (e.g. solve, solution, solver, while, so, because), adverbs (e.g. then, next, gone out to play contrasted with- he went out to				

Reading Comprehension Focus			Content domain reference		
rocus	2 a	give / explain the meaning			
	2b		ormation / identify key details from fiction and non-fiction		
	2c		n more than one paragraph		
	2d		text / explain and justify inferences with evide	ence from the text	
	2e		n from details stated and implied		
	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole			
	2g	identify / explain how mea	ning is enhanced through choice of words an	d phrases	
	2h	make comparisons within	the text		
Autumn 2	Fiction Writing Narrative characte *Rising S Page 10 describe		 by Clive King Non-Fiction <u>Writing Focus</u> Newspaper report on the importance of recycling. *Rising Stars Vocabulary Activity- Page 20- Can we talk about making things?* 	recycling. *Rising Stars Voc	Michael Rosen to poem making links to cabulary Activity- Page 22- xes to change meaning?*
Vocabulary, grammar and punctuation for Year 3	Use of th Word far	ne forms 'a' or 'an' according nilies based on common wo , insoluble)	prefixes (e.g. 'super', 'anit', 'auto' to whether the next word begins with a con rds, showing how words are related in form		

Reading Comprehension	soo Pre <u>Te</u> Intr He Us pla Pu	on, the positic <u>xt</u> roductic adings e of the y) <u>nctuat</u>	ons (e.g. before, after, during on to paragraphs as a way to and sub-headings to aid pre e present perfect form of ver	o group related material esentation bs instead of the simple past (e.g. He has		
Focus				Content domain reference		
		2a	give / explain the meaning of	of words in context		
		2b	retrieve and record informa	tion / identify key details from fiction and r	non-fiction	
	2c summarise main ideas from r			more than one paragraph		
	2d make inferences from the t		make inferences from the to	text / explain and justify inferences with evidence from the text		
		2e	predict what might happen	from details stated and implied		
		2f	identify / explain how inform meaning as a whole			
		2g	identify / explain how mear	ing is enhanced through choice of words a	nd phrases	
		2h	make comparisons within the	he text		
Spring 1	Dr	iver 1	Fext: Flat Stanley: The	Great Egyptian Grave Robbery	· · ·	
FLAT	Fie	ction		Non-Fiction	Poetry	
STANLEY	De usi *Ri	ing the	Focus ve writing creating a setting senses. tars Vocabulary Activity- How do we 'ly' words	Writing Focus Non-chronological report -making comparisons between Egypt- ancient and modern day.	write a poem to w	otians- Unknown rords and phrases in order to rrite a poem in the shape of a e words all link to the topic.
wor			sing adjectives and o describe characters*	Can be single words or		rds or sentences. page form the pyramid. Do

<u>/ocabulary, grammar and ounctuation for Year 3</u>	Word Formation of nouns using a range of prefixes (e.g. 'super', 'anit', 'auto' Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Sentence Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of) Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play) Punctuation				
	Use of th play) <u>Punctua</u>	he present perfect form of verbs instead of the simple past (e.g. He has gone out to play con ation	ntrasted with- he went out to		
eading Comprehension	Use of th play) <u>Punctua</u>	he present perfect form of verbs instead of the simple past (e.g. He has gone out to play con ation tion to inverted commas to punctuate direct speech	ntrasted with- he went out to		
eading Comprehension ocus	Use of th play) <u>Punctua</u>	he present perfect form of verbs instead of the simple past (e.g. He has gone out to play con ation	ntrasted with- he went out to		
	Use of th play) Punctua Introduct	he present perfect form of verbs instead of the simple past (e.g. He has gone out to play con ation tion to inverted commas to punctuate direct speech Content domain reference	ntrasted with- he went out to		
	Use of th play) <u>Punctua</u> Introduct	he present perfect form of verbs instead of the simple past (e.g. He has gone out to play con ation tion to inverted commas to punctuate direct speech Content domain reference give / explain the meaning of words in context	ntrasted with- he went out to		
	Use of th play) Punctua Introduct 2a 2b	An e present perfect form of verbs instead of the simple past (e.g. He has gone out to play contact and the inverted commas to punctuate direct speech Content domain reference give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction	ntrasted with- he went out to		
	Use of th play) Punctua Introduct 2a 2b 2c	An e present perfect form of verbs instead of the simple past (e.g. He has gone out to play contact inverted commas to punctuate direct speech Content domain reference give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph	ntrasted with- he went out to		
	Use of th play) Punctua Introduct 2a 2b 2c 2d	An e present perfect form of verbs instead of the simple past (e.g. He has gone out to play contaction tion to inverted commas to punctuate direct speech Content domain reference give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text	ntrasted with- he went out to		
	Use of the play) Punctua Introduct 2a 2b 2c 2d 2e	Ation tion to inverted commas to punctuate direct speech Content domain reference give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text predict what might happen from details stated and implied identify / explain how information / narrative content is related and contributes to	ntrasted with- he went out to		

Spring 2	Driver Text: The Egyptian Cinderella by Shirley Climo						
THE EGYPTIAN	Fiction	Non-Fiction	Poetry				
CINDERELLA by Shirley Climo + Illustrated by Ruth. Heller	Writing Focus Retelling a traditional story using Egypt as the setting. *Rising Stars Vocabulary Activity- Page 34- Can we explore adverbs in fiction?*	Writing Focus Fact File on African animals using headings and sub headings.	Writing Focus Sphinx- Acrostic Poem- Unknown To write an acrostic poem linked to Ancient Egypt.				
ocabulary, grammar and unctuation for Year 3	Word Formation of nouns using a range of prefixes (e.g. 'super', 'anit', 'auto' Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Sentence Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of) Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play) Punctuation						

Reading Comprehension	Τ				
Focus			Content domain reference		
	2a	give / explain the meaning of	of words in context		
	2b	retrieve and record informa	tion / identify key details from fiction and n	on-fiction	
	2c	summarise main ideas from	more than one paragraph		
	2d	make inferences from the to	ext / explain and justify inferences with evid	lence from the text	
	2e	predict what might happen	ght happen from details stated and implied		
	2f	2f identify / explain how information / narrative content is related and contributes to meaning as a whole			
	2g	identify / explain how mear	ning is enhanced through choice of words ar	nd phrases	
	2h	make comparisons within the	he text		
Summer 1	Driver	Text: Into the Forest- A	Anthony Browne	· · ·	
Summer 1			Non- Fiction <u>Writing Focus</u> Newspaper Report- To write a report about a missing person	Stevenson Link to Geography topic. Children to 'From a Railway 0	iage- Robert Louis y topic and local History write a poem in the style of Carriage' describing what om a railway carriage on the
Vocabulary, grammar and punctuation for Year 3	Use of th Word far dissolve, <u>Sentenc</u>	e forms 'a' or 'an' according nilies based on common wor insoluble) <u>e</u> ng time, place and cause usi	prefixes (e.g. 'super', 'anit', 'auto' to whether the next word begins with a col ds, showing how words are related in form ng conjunctions (e.g. when, before, after, y	and meaning (e.g. s	solve, solution, solver,

Reading Comprehension	Text Introduct Headings Use of th play) Punctua		to group related material resentation rbs instead of the simple past (e.g. He has unctuate direct speech	gone out to play cor	ntrasted with- he went out to
Focus	Content domain reference				
	2 a	give / explain the meaning of words in context			
	2b	retrieve and record inform	retrieve and record information / identify key details from fiction and non-fiction		
	2c	summarise main ideas from more than one paragraph			
	2d	make inferences from the text / explain and justify inferences with evidence from the text			
	2 e	predict what might happen from details stated and implied			
	2f identify / explain how i meaning as a whole		formation / narrative content is related and contributes to		
	2g	identify / explain how mea	explain how meaning is enhanced through choice of words and phrases		
	2h	make comparisons within t	the text		
Summer 2 Michael Morpurgo and Michael Foreman			Michael Morpurgo and Michael Fo	preman	
	Fiction		Non-Fiction	Poetry	
Dolphin Boy	Writing FocusAdventure Stories. Write an alternative ending/ next chapter to this adventure story.*Rising Stars Vocabulary Activity- Page 16- Can we describe how animals move?*		Writing Focus Letter writing. Write a persuasive letter about dolphin conservation.	Writing Focus The River by Valarie Bloom. Write own river poems- pick four qualities/characters of a river. Use metaphors. *Rising Stars Vocabulary Activity- Page 36- Can we explore vocabulary in adventure stories?*	
Vocabulary, grammar and punctuation for Year 3	<u>Word</u> Formatio	n of nouns using a range of	prefixes (e.g. 'super', 'anit', 'auto'		

	Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) <u>Sentence</u> Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of) <u>Text</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with- he went out to play) <u>Punctuation</u> Introduction to inverted commas to punctuate direct speech				
Reading Comprehension Focus		Content domain reference			
<u>10003</u>	2 a	give / explain the meaning of words in context			
	2b	retrieve and record information / identify key details from fiction and non-fiction			
	2c	summarise main ideas from more than one paragraph			
	2d	make inferences from the text / explain and justify inferences with evidence from the text			
	2 e	predict what might happen from details stated and implied			
	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole			
	2 g	identify / explain how meaning is enhanced through choice of words and phrases			
	2h	make comparisons within the text			
Terminology		Adverb, preposition, conjunction Word family, prefix Clause, subordinating clause Direct, speech Consonant, consonant letter vowel, vowel letter Inverted commas (or speech marks)			