**Year 3 Overview**

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| **Autumn** | | **Autumn 1**  Theme: Heroes and Villains | | | | | | | | **Autumn 2**  Theme: Predators | | | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | | **Week 12** | **Week 13** | **Week 14** | **Week 15** |
| **Text / Focus** | | **::Screen Shot 2019-08-20 at 21.33.58.png**  Arthur and the Golden Rope by Joe Todd Stanton | | | | | | ::Screen Shot 2019-08-21 at 19.54.04.pngNon-Fiction- Library Loans Service | | ::Screen Shot 2019-08-20 at 21.33.17.png  Wolves by Emily Gravett | | | | ::Screen Shot 2019-08-20 at 21.32.57.png  Tom’s Sausage Lion by Michael Morpurgo | | | | |
| **Phonics** | | * Revision of Set 2 and Set 3– working below in 1:1 or small groups interventions * Set 1, 2 and 3- New arrivals in 1:1 and small group interventions | | | | | | | | * Revision of Set 2 and Set 3– working below in 1:1 or small groups interventions * Set 1, 2 and 3- New arrivals in 1:1 and small group interventions | | | | | | | | |
| **Spelling** | | ***RWI Spelling Units 1 and 2***   * Adding the prefixes **dis**- and **in**- * Adding the prefix **im-** to root words beginning with **m** or **p**   **Learning words**   * spell words that are often misspelt * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Spell common exception words | | | | | | | | ***RWI Spelling Units 3 and 4***   * The short ***i*** sound spelt with the letter **y** * Adding the suffix **-ly** *(to adjectives to form adverbs)* * Adding the suffix **-ous**   **Learning words**   * spell words that are often misspelt * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Spell common exception words | | | | | | | | |
| **Word Reading** | | **Revision of work from years 1 and 2:**  ***Use GPCs to read aloud many words quickly and accurately without overt sounding and blending sound out many unfamiliar words accurately***   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet | | | | | | | | **Revision of work from years 1 and 2:**  ***Use GPCs to read aloud many words quickly and accurately without overt sounding and blending sound out many unfamiliar words accurately***   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet | | | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * 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   * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories,   myths and legends, and retelling some of these orally  ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * 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 * retrieve and record information from non-fiction * 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. | | | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * 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 * identifying themes and conventions in a wide range of books   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * 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 * 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. | | | | | | | | |
| **Spoken Language** | | • listen and respond appropriately to adults and their peers  • ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | | • listen and respond appropriately to adults and their peers  • ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * 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   ***draft and write by:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions * in narratives, creating settings, characters and plot   ***Evaluate and edit by:***   * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class | | | | | | | | ***Plan their writing by:***   * 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   ***draft and write by:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class | | | | | | | | |
| **Grammar/ Punctuation** | ***Review Year 2 grammar and Punctuation***  ***Develop their understanding of the concepts:***   * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although   ***Learning the grammar for year 3:***   * formation of nouns using a range of prefixes [for example super–, anti–, auto–] * use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] * expressing time, place and cause using conjunctions * headings and sub-headings to aid presentation   ***Use and understand the grammatical terminology in discussing their writing:***   * conjunction, prefix, clause, consonant, consonant letter vowel, vowel letter | | | | | | | | ***Review Year 2 grammar and Punctuation***  ***Develop their understanding of the concepts:***   * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition   ***Learning the grammar for year 3:***   * formation of nouns using a range of prefixes [for example super–, anti–, auto–] * use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] * Expressing time, place and cause using conjunctions   ***Use and understand the grammatical terminology in discussing their writing:***  conjunction, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter | | | | | | | | |
| **Handwriting** | | ***Linked to phonics, spellings, writing***   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting   ensuring that the downstrokes of letters are parallel and equidistant;   * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***increase the legibility, consistency and quality of their handwriting*** * ***ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*** | | | | | | | | ***Linked to phonics, spellings, writing***   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting   ensuring that the downstrokes of letters are parallel and equidistant;   * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***increase the legibility, consistency and quality of their handwriting*** * ***ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*** | | | | | | | | |

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| **Spring Term** | | **Spring 1**  Theme: Tremors | | | | | | | **Spring 2**  Theme: Mighty Metals | | | | | | |
|  | | **Week 16** | **Week 17** | **Week 18** | | **Week 19** | **Week 20** | **Week 21** | **Week 22** | **Week 23** | **Week 24** | **Week 25** | | **Week 26** | **Week 27** |
| **Text / Focus** | | ::Screen Shot 2019-08-20 at 21.31.48.png  The Pebble in my Pocket by Meredith Hooper | | | ::Screen Shot 2019-08-20 at 21.31.33.png  The Fireworker-Maker’s Daughter by Phillip Pullman | | | | ::Screen Shot 2019-08-20 at 21.31.11.png  The Iron Man by Ted Hughes | | | | ::Screen Shot 2019-08-20 at 21.30.48.png  The Tin Forest by Helen Ward | | |
| **Phonics** | | * Revision of Set 2 and Set 3– working below in 1:1 or small groups interventions * Set 1, 2 and 3- New arrivals in 1:1 and small group interventions | | | | | | | * Revision of Set 2 and Set 3– working below in 1:1 or small groups interventions * Set 1, 2 and 3- New arrivals in 1:1 and small group interventions | | | | | | |
| **Spelling** | | ***RWI Spelling Units 5 and 6***   * Adding **-ation** to verbs to form nouns * Words ending in **–ture**   **Learning words**   * spell words that are often misspelt * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Spell common exception words | | | | | | | ***RWI Spelling Units 7 and 8***   * Words with the ***c*** sound spelt **ch** * Words with the ***sh*** sound spelt **ch**   **Learning words**   * spell words that are often misspelt * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Spell common exception words | | | | | | |
| **Word Reading** | | * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet * adding suffixes beginning with vowel letters to words of more than one syllable | | | | | | | * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet * adding suffixes beginning with vowel letters to words of more than one syllable | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * 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   * identifying themes and conventions in a wide range of books   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * 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 * retrieve and record information from non-fiction | | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and   reference books or textbooks   * discussing words and phrases that capture the reader’s interest and * imagination   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * 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 * 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. | | | | | | |
| **Spoken Language** | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * 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   ***draft and write by:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using adverbs * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing and suggesting improvements * read aloud their own writing, to a group or the whole class, using appropriate intonation | | | | | | | ***Plan their writing by:***   * 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   ***draft and write by:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using adverbs * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing and suggesting improvements * proof-read for spelling and punctuation errors * 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. | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * using fronted adverbials   ***Learning the grammar for year 3:***   * Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] * Introduction to paragraphs as a way to group related material * Headings and sub-headings to aid presentation * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns   ***Use and understand the grammatical terminology in discussing their writing:***   * preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, | | | | | | | ***Develop their understanding of the concepts:***   * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials   ***Learning the grammar for year 3:***   * expressing time, place and cause using conjunctions, adverbs, or prepositions * introduction to paragraphs as a way to group related material * using commas after fronted adverbials   ***Use and understand the grammatical terminology in discussing their writing:***   * preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, | | | | | | |
| **Handwriting** | | ***Linked to phonics, spellings, writing***   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting * ensuring that the downstrokes of letters are parallel and equidistant; * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***ensuring that the downstrokes of letters are parallel and equidistant*** * ***use the diagonal and horizontal strokes that are needed to join letters*** | | | | | | | ***Linked to phonics, spellings, writing***   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting * ensuring that the downstrokes of letters are parallel and equidistant; * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***ensuring that the downstrokes of letters are parallel and equidistant*** * ***use the diagonal and horizontal strokes that are needed to join letters*** | | | | | | |

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| **Summer term** | | **Summer 1**  Theme: Tribal Tales | | | | | | **Summer 2**  Theme: Scrumdiddlyumptious! | | | | | | |
| **Week 28** | **Week 29** | **Week 30** | | **Week 31** | **Week 32** | **Week 33** | **Week 34** | **Week 35** | **Week 36** | **Week 37** | **Week 38** | **Week 39** |
| **Text / Focus** | | ::Screen Shot 2019-08-20 at 21.30.12.png  Ug: Boy Genius by Raymond Briggs | | | ::Screen Shot 2019-08-20 at 21.29.52.png  The Stone Age Boy by Satoshi Kitamura | | | ::Screen Shot 2019-08-20 at 21.29.10.png  Charlie and the Chocolate Factory by Roald Dahl | | | | | ::Screen Shot 2019-08-20 at 21.28.53.png  Revolting Rhymes by Roald Dahl | |
| **Phonics** | | * Revision of Set 2 and Set 3– working below in 1:1 or small groups interventions * Set 1, 2 and 3- New arrivals in 1:1 and small group interventions | | | | | | * Revision of Set 2 and Set 3– working below in 1:1 or small groups interventions * Set 1, 2 and 3- New arrivals in 1:1 and small group interventions | | | | | | |
| **Spelling** | | ***RWI Spelling Units 9, 10 and 11***   * (re-) Adding the prefix **re-** * Adding the suffix **-ion** *(to root words ending in* ***t*** *or* ***te****)* * Adding the suffix **-ian** *(to root words ending in* ***c*** *or* ***cs****)*   **Learning words**   * Spell common exception words * spell further homophones * Homophones and near-homophones | | | | | | ***RWI Spelling Units 12, 13 and 14***   * Adding the prefix **anti-** * Adding the prefix **super-** * Adding the prefix **sub-**   **Learning words**   * Spell common exception words * spell further homophones * Homophones and near-homophones | | | | | | |
| **Word Reading** | | * adding prefixes un–, dis– and mis– , in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto- * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | | * adding prefixes un–, dis– and mis– , in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto- * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | | |
| **Comprehension** | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * 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   * identifying themes and conventions in a wide range of books   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * 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 * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning | | | | | | ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***   * 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 * identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry]   ***Understand both the books they can already read accurately and fluently and those they listen to by:***   * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * 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. | | | | | | |
| **Spoken Language** | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * 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   ***draft and write by:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using prepositions * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing and suggesting improvements * proof-read for spelling and punctuation errors * 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. | | | | | | ***Plan their writing by:***   * 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   ***draft and write by:***   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures by using conjunctions, adverbs or prepositions * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative writing, using simple organisational devices/ features   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing and suggesting improvements * proof-read for spelling and punctuation errors * 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. | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * using the present perfect form of verbs in contrast to the past tense * using conjunctions, adverbs and prepositions to express time and cause   ***Learning the grammar for year 3:***   * Introduction to inverted commas to punctuate direct speech * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech   ***Use and understand the grammatical terminology in discussing their writing:***  preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) | | | | | | ***Develop their understanding of the concepts:***   * using the present perfect form of verbs in contrast to the past tense * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials   ***Learning the grammar for year 3:***   * expressing time, place and cause using conjunctions, adverbs, or prepositions * introduction to paragraphs as a way to group related material * introduction to inverted commas to punctuate direct speech * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech   ***Use and understand the grammatical terminology in discussing their writing:***  preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) | | | | | | |
| **Handwriting** | | ***Linked to phonics, spellings, writing***   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting * ensuring that the downstrokes of letters are parallel and equidistant; * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***use the diagonal and horizontal strokes that are needed to join letters*** * ***understand which letters, when adjacent to one another, are best left unjoined*** | | | | | | ***Linked to phonics, spellings, writing***   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting * ensuring that the downstrokes of letters are parallel and equidistant; * ensuring lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch   ***When writing sentences:***   * ***use the diagonal and horizontal strokes that are needed to join letters*** * ***understand which letters, when adjacent to one another, are best left unjoined*** | | | | | | |