

<u>Year Three – Autumn 1</u>

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality	Jemmy Button	Night of the Gargoyles	The Iron Man	Egyptology	Queen of the Falls	Fox
Text &	Social Change,		Technological Innovation,	Empires & Monarchy,	Social Change &	Individuality
Interconnectio	Displacement & Invasion		Social Change &	Environmental Impact, Social	Individuality	
n	& Individuality		Individuality	Change, Technological Innovation, Religious &		
				Cultural Diversity		
		tudes to reading and understanding		Recognising so	ome different forms of poetry [fo	or example, free verse, narrative
		o and discussing a wide range of	fiction, poetry, plays, non-	poetry]		
	fiction and				ad, in books they can read indep	
Statutory		books or textbooks				scussing their understanding and
Requirements		ooks that are structured in differen	it ways and reading for a range		meaning of words in context	
requirements	of • Purposes				ns to improve their understandir	s' feelings, thoughts and motives
	1	onaries to check the meaning of v	vords that they have read		ons, and justifying inferences wi	
		their familiarity with a wide range		Predicting what might happen from details stated and implied		
	stories,	men rammanty with a wide range	e or books, merading rang	Identifying main ideas drawn from more than one paragraph and summarising		
	Myths and	legends, and retelling some of the	ese orally	these		
		themes and conventions in a wid		 Identifying how language, structure, and presentation contribute to meaning 		
		poems and play scripts to read alo		Retrieve and record information from non-fiction		
		ing through intonation, tone, volu		Participate in discussion about both books that are read to them and those they can read for		
		words and phrases that capture the	ne reader's interest and	themselves, taking turns and listening to what others say.		
E-mlouetem	imaginatio				And focus on:	
Explanatory Phrases		Build on previous vocabulary: I thinkbecause			provides the reader/me	
1 III ases		makes me think		makes the reader/me think of		
		reminds me of		indicates		
	I can see			tells the reader/me		
	makes me feel			this word/phrase makes the reader/me feel/think		
	suggests				.makes the reader/me question.	
	41.	tells me	nls			
	this word/phrase makes me feel/thinkthe effect of this word choice is					
		the effect of this word choice is nk that the author has usedbeca				
		akes me have the following questi				

Writing Curriculum Overview: Autumn 1

Quality Text & Writing Outcomes	Jemmy Button Poetry: Simile Fiction: Hybrid Cultural (Setting & Atmosphere) Non-fiction: Formal Letter			
Word	Build on previous year and focus on: 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]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].			
Sentence	Build on previous year and focus on: Expressing time, place and cause using: - conjunctions [for example, when, before, after, while, so, because], - adverbs [for example, then, next, soon, therefore], - or prepositions [for example, before, after, during, in, because of]			
Text	Build on previous year and focus on: 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 [for example, He has gone out to play contrasted with He went out to play].			
Punctuation	Build on previous year and focus on: Reinforce from Year 2 use of capital letters, full stops, question marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling.			



Year Three – Autumn 2

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality	Jemmy Button	Night of the Gargoyles	The Iron Man	Egyptology	Queen of the Falls	Fox
Text &	Social Change,		Technological Innovation,	Empires & Monarchy,	Social Change &	Individuality
Interconnectio	Displacement & Invasion & Individuality		Social Change & Individuality	Environmental Impact, Social Change, Technological	Individuality	
n	& individuanty		individuality	Innovation, Religious &		
				Cultural Diversity		
		tudes to reading and understanding		Recognising so	ome different forms of poetry [fo	or example, free verse, narrative
		o and discussing a wide range of	fiction, poetry, plays, non-	poetry]		
	fiction and				ad, in books they can read indepe	
Statutory		books or textbooks			the text makes sense to them, dis	scussing their understanding and
Requirements	_	ooks that are structured in differer	it ways and reading for a range		meaning of words in context ons to improve their understanding	ag of a toyt
	of • Purposes					s' feelings, thoughts and motives
	1	onaries to check the meaning of v	words that they have read		ons, and justifying inferences with	
		their familiarity with a wide rang		Predicting what might happen from details stated and implied		
	stories,	, ,	, 2	Identifying main ideas drawn from more than one paragraph and summarising		
		legends, and retelling some of the		these		
	•	themes and conventions in a wid		 Identifying how language, structure, and presentation contribute to meaning 		
		poems and play scripts to read alo		Retrieve and record information from non-fiction		
		ing through intonation, tone, volu		 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. 		
	Discussing imagination	words and phrases that capture the	ne reader's interest and	themserves, taking turns and ristering to what others say.		
Explanatory	imaginatio	Build on previous vocabulary:			And focus on:	
Phrases		I thinkbecause		provides the reader/me		
	makes me think			makes the reader/me think of		
	reminds me of			indicates		
	I can see			tells the reader/me		
	makes me feelsuggests			this word/phrase makes the reader/me feel/thinkmakes the reader/me question		
	suggesistells me			••	akes the reader/file question	
	this word/phrase makes me feel/think					
		the effect of this word choice is				
		nk that the author has usedbeca				
	ma	akes me have the following questi	ions			

Writing Curriculum Overview: Autumn 2

Quality Text & Writing Outcomes	Night of the Gargoyles Poetry: Free Verse Fiction: Fantasy (Character & Action) Non-fiction: Recount (Newspaper Report) NIGHT OF THE GARGOYLES WERE STREET OF THE GARGOYLES			
Word	Build on previous learning and focus on: Use of the forms a or an according to whether the next word begins with a consonant o an open box].	r a vowel [for example, a rock,		
Sentence	Build on previous learning and focus on: Expressing time, place and cause using: - conjunctions [for example, when, before, after, while, so, because], - adverbs [for example, then, next, soon, therefore], - or prepositions [for example, before, after, during, in, because of].			
Text Build on previous learning and focus on: Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.				
Punctuation	Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.			



Year Three – Spring 1

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality	Jemmy Button	Night of the Gargoyles	The Iron Man	Egyptology	Queen of the Falls	Fox
Text &	Social Change,		Technological Innovation,	Empires & Monarchy,	Social Change &	Individuality
Interconnectio	Displacement & Invasion & Individuality		Social Change & Individuality	Environmental Impact, Social Change, Technological	Individuality	
n	& individuanty		individuality	Innovation, Religious &		
				Cultural Diversity		
		tudes to reading and understanding		Recognising so	ome different forms of poetry [fo	or example, free verse, narrative
		o and discussing a wide range of	fiction, poetry, plays, non-	poetry]		
	fiction and				ad, in books they can read indepe	
Statutory		books or textbooks			the text makes sense to them, dis	scussing their understanding and
Requirements	_	ooks that are structured in differer	it ways and reading for a range		meaning of words in context ons to improve their understanding	ag of a toyt
	of • Purposes					s' feelings, thoughts and motives
	1	onaries to check the meaning of v	words that they have read		ons, and justifying inferences with	
		their familiarity with a wide rang		Predicting what might happen from details stated and implied		
	stories,	,	, 2	Identifying main ideas drawn from more than one paragraph and summarising		
		legends, and retelling some of the		these		
	•	themes and conventions in a wid		 Identifying how language, structure, and presentation contribute to meaning 		
		poems and play scripts to read alo		Retrieve and record information from non-fiction		
		ing through intonation, tone, volu		 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. 		
	Discussing imagination	words and phrases that capture the	ne reader's interest and	themserves, taking turns and ristering to what others say.		
Explanatory	imaginatio	Build on previous vocabulary:			And focus on:	
Phrases		I thinkbecause		provides the reader/me		
	makes me think			makes the reader/me think of		
	reminds me of			indicates		
	I can see			tells the reader/me		
	makes me feelsuggests			this word/phrase makes the reader/me feel/thinkmakes the reader/me question		
	suggesistells me			••	akes the reader/file question	
	this word/phrase makes me feel/think					
		the effect of this word choice is				
		nk that the author has usedbeca				
	ma	akes me have the following questi	ions			

Writing Curriculum Overview: Spring 1

Quality Text & Writing Outcomes	The Iron Man Poetry: Kenning Fiction: Fantasy (Atmosphere & Suspense) Non-fiction: Explanation			
Word	Build on previous learning and focus on: 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]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Homophones.			
Sentence	Build on previous learning and focus on: Expressing time, place and cause using: - conjunctions [for example, when, before, after, while, so, because], - adverbs [for example, then, next, soon, therefore], - or prepositions [for example, before, after, during, in, because of].			
Text	Build on previous learning and focus on: Introduction to paragraphs as a way to group related material. Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].			
Punctuation	Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.			



Year Three – Spring 2

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality	Jemmy Button	Night of the Gargoyles	The Iron Man	Egyptology	Queen of the Falls	Fox
Text &	Social Change,		Technological Innovation,	Empires & Monarchy,	Social Change &	Individuality
Interconnectio	Displacement & Invasion & Individuality		Social Change & Individuality	Environmental Impact, Social Change, Technological	Individuality	
n	& individuality		individuanty	Innovation, Religious &		
				Cultural Diversity		
Statutory Requirements	 Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, nonfiction 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 Identifying themes and conventions in a wide range of books 			 Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, 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 Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction 		
	 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 			 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. 		
Explanatory	magmatio	Build on previous vocabulary:			And focus on:	
Phrases		I thinkbecause		provides the reader/me		
	makes me think			makes the reader/me think of		
	reminds me of			indicates		
	I can seemakes me feel			tells the reader/methis word/phrase makes the reader/me feel/think		
	suggests			makes the reader/me question		
	tells me				1	
		nis word/phrase makes me feel/th				
		the effect of this word choice is				
		nk that the author has usedbecan takes me have the following quest				
	III	akes me nave me following quest	ЮПЗ			

Writing Curriculum Overview: Spring 2

Quality Text & Writing Outcomes	Egyptology Poetry: Sonnet Fiction: Hybrid Mystery (Setting & Atmosphere) Non-fiction: Recount (Diary)			
Word	Build on previous learning and focus on: 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]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].			
Sentence	Build on previous learning and focus on: Expressing time, place and cause using: - conjunctions [for example, when, before, after, while, so, because], - adverbs [for example, then, next, soon, therefore], - or prepositions [for example, before, after, during, in, because of].			
Text	Build on previous learning and focus on: Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.			
Punctuation	Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.			



<u>Year Three – Summer 1</u>

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality	Jemmy Button	Night of the Gargoyles	The Iron Man	Egyptology	Queen of the Falls	Fox
Text &	Social Change,		Technological Innovation,	Empires & Monarchy,	Social Change &	Individuality
Interconnectio	Displacement & Invasion & Individuality		Social Change & Individuality	Environmental Impact, Social Change, Technological	Individuality	
n	& individuanty		individuality	Innovation, Religious &		
				Cultural Diversity		
		tudes to reading and understanding		Recognising so	ome different forms of poetry [fo	or example, free verse, narrative
		o and discussing a wide range of	fiction, poetry, plays, non-	poetry]		
	fiction and				ad, in books they can read indepe	
Statutory		books or textbooks			the text makes sense to them, dis	scussing their understanding and
Requirements	_	ooks that are structured in differer	it ways and reading for a range		meaning of words in context ons to improve their understanding	ag of a toyt
	of • Purposes					s' feelings, thoughts and motives
	1	onaries to check the meaning of v	words that they have read		ons, and justifying inferences with	
		their familiarity with a wide rang		Predicting what might happen from details stated and implied		
	stories,	,	, 2	Identifying main ideas drawn from more than one paragraph and summarising		
		legends, and retelling some of the		these		
	•	themes and conventions in a wid		 Identifying how language, structure, and presentation contribute to meaning 		
		poems and play scripts to read alo		Retrieve and record information from non-fiction		
		ing through intonation, tone, volu		 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. 		
	Discussing imagination	words and phrases that capture the	ne reader's interest and	themserves, taking turns and ristering to what others say.		
Explanatory	imaginatio	Build on previous vocabulary:			And focus on:	
Phrases		I thinkbecause		provides the reader/me		
	makes me think			makes the reader/me think of		
	reminds me of			indicates		
	I can see			tells the reader/me		
	makes me feelsuggests			this word/phrase makes the reader/me feel/thinkmakes the reader/me question		
	suggesistells me			••	akes the reader/file question	
	this word/phrase makes me feel/think					
		the effect of this word choice is				
		nk that the author has usedbeca				
	ma	akes me have the following questi	ions			

Writing Curriculum Overview: Summer 1

Quality Text & Writing Outcomes	Queen of the Falls Poetry: Haiku Fiction: Hybrid Adventure (Character, Setting & Action) Non-fiction: Non-chronological Report			
Word	Build on previous learning and focus on: 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].			
Sentence	Build on previous learning and focus on: Expressing time, place and cause using: - conjunctions [for example, when, before, after, while, so, because]. - adverbs [for example, then, next, soon, therefore]. - or prepositions [for example, before, after, during, in, because of].			
Text	Build on previous learning and focus on: 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 [for example, He has gone out to play contrasted with He went out to play].			
Punctuation	Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.			



<u>Year Three – Summer 2</u>

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality	Jemmy Button	Night of the Gargoyles	The Iron Man	Egyptology	Queen of the Falls	Fox
Text &	Social Change,		Technological Innovation,	Empires & Monarchy,	Social Change &	Individuality
Interconnectio	Displacement & Invasion & Individuality		Social Change & Individuality	Environmental Impact, Social Change, Technological	Individuality	
n	& individuanty		individuality	Innovation, Religious &		
				Cultural Diversity		
		tudes to reading and understanding		Recognising so	ome different forms of poetry [fo	or example, free verse, narrative
		o and discussing a wide range of	fiction, poetry, plays, non-	poetry]		
	fiction and				ad, in books they can read indepe	
Statutory		books or textbooks			the text makes sense to them, dis	scussing their understanding and
Requirements	_	ooks that are structured in differer	it ways and reading for a range		meaning of words in context ons to improve their understanding	ag of a toyt
	of • Purposes					s' feelings, thoughts and motives
	1	onaries to check the meaning of v	words that they have read		ons, and justifying inferences with	
		their familiarity with a wide rang		Predicting what might happen from details stated and implied		
	stories,	,	, 2	Identifying main ideas drawn from more than one paragraph and summarising		
		legends, and retelling some of the		these		
	•	themes and conventions in a wid		 Identifying how language, structure, and presentation contribute to meaning 		
		poems and play scripts to read alo		Retrieve and record information from non-fiction		
		ing through intonation, tone, volu		 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. 		
	Discussing imagination	words and phrases that capture the	ne reader's interest and	themserves, taking turns and ristering to what others say.		
Explanatory	imaginatio	Build on previous vocabulary:			And focus on:	
Phrases		I thinkbecause		provides the reader/me		
	makes me think			makes the reader/me think of		
	reminds me of			indicates		
	I can see			tells the reader/me		
	makes me feelsuggests			this word/phrase makes the reader/me feel/thinkmakes the reader/me question		
	suggesistells me			••	akes the reader/file question	
	this word/phrase makes me feel/think					
		the effect of this word choice is				
		nk that the author has usedbeca				
	ma	akes me have the following questi	ions			

Writing Curriculum Overview: Summer 2

Quality Text & Writing Outcomes Poetry: Mask Fiction: Fable (Character & Dialogue) Non-fiction: Information				
Word	Build on previous year and focus on: 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]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Homophones.			
Sentence	Build on previous year and focus on: Expressing time, place and cause using: - conjunctions [for example, when, before, after, while, so, because], - adverbs [for example, then, next, soon, therefore] or prepositions [for example, before, after, during, in, because of].			
Text	Build on previous year and focus on: 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 [for example, He has gone out to play contrasted with He went out to play].			
Punctuation	Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.			