


Year Three – Autumn 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	Jemmy Button Social Change, Displacement & Invasion & Individuality	Night of the Gargoyles	The Iron Man Technological Innovation, Social Change & Individuality	Egyptology Empires & Monarchy, Environmental Impact, Social Change, Technological Innovation, Religious & Cultural Diversity	Queen of the Falls Social Change & Individuality	Fox Individuality
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 • 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 			<ul style="list-style-type: none"> • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • 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 • 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 Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p>And focus on:</p> <p>...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Autumn 1

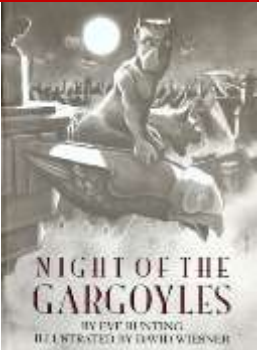
<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">Jemmy Button</p> <p style="text-align: center;">Poetry: Simile Fiction: Hybrid Cultural (Setting & Atmosphere) Non-fiction: Formal Letter</p>	
<p>Word</p>	<p>Build on previous year and focus on: Use of the forms a or an according to 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].</p>	
<p>Sentence</p>	<p>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]</p>	
<p>Text</p>	<p>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].</p>	
<p>Punctuation</p>	<p>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.</p>	

Year Three – Autumn 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	Jemmy Button Social Change, Displacement & Invasion & Individuality	Night of the Gargoyles	The Iron Man Technological Innovation, Social Change & Individuality	Egyptology Empires & Monarchy, Environmental Impact, Social Change, Technological Innovation, Religious & Cultural Diversity	Queen of the Falls Social Change & Individuality	Fox Individuality
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 • 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 			<ul style="list-style-type: none"> • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • 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 • 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 Phrases	<p style="text-align: center;">Build on previous vocabulary:</p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p style="text-align: center;">And focus on:</p> <p style="text-align: center;">...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Autumn 2


Quality Text & Writing Outcomes	<p>Night of the Gargoyles</p> <p>Poetry: Free Verse Fiction: Fantasy (Character & Action) Non-fiction: Recount (Newspaper Report)</p>	
Word	<p>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].</p>	
Sentence	<p>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].</p>	
Text	<p>Build on previous learning and focus on: Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.</p>	
Punctuation	<p>Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.</p>	

Year Three – Spring 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	Jemmy Button Social Change, Displacement & Invasion & Individuality	Night of the Gargoyles	The Iron Man Technological Innovation, Social Change & Individuality	Egyptology Empires & Monarchy, Environmental Impact, Social Change, Technological Innovation, Religious & Cultural Diversity	Queen of the Falls Social Change & Individuality	Fox Individuality
Statutory Requirements	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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 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 			<ul style="list-style-type: none"> Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> 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 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 Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p>And focus on:</p> <p>...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Spring 1


<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">The Iron Man</p> <p style="text-align: center;">Poetry: Kenning Fiction: Fantasy (Atmosphere & Suspense) Non-fiction: Explanation</p>	
<p>Word</p>	<p>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.</p>	
<p>Sentence</p>	<p>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].</p>	
<p>Text</p>	<p>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].</p>	
<p>Punctuation</p>	<p>Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.</p>	

Year Three – Spring 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	Jemmy Button Social Change, Displacement & Invasion & Individuality	Night of the Gargoyles	The Iron Man Technological Innovation, Social Change & Individuality	Egyptology Empires & Monarchy, Environmental Impact, Social Change, Technological Innovation, Religious & Cultural Diversity	Queen of the Falls Social Change & Individuality	Fox Individuality
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 • 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 			<ul style="list-style-type: none"> • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • 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 • 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 Phrases	<p style="text-align: center;">Build on previous vocabulary:</p> <p style="text-align: center;">I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p style="text-align: center;">And focus on:</p> <p style="text-align: center;">...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Spring 2

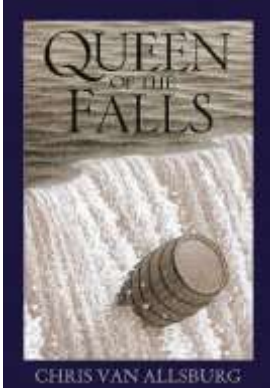
<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">Egyptology</p> <p style="text-align: center;">Poetry: Sonnet Fiction: Hybrid Mystery (Setting & Atmosphere) Non-fiction: Recount (Diary)</p>	
<p>Word</p>	<p>Build on previous learning and focus on: Formation of nouns using a range 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].</p>	
<p>Sentence</p>	<p>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].</p>	
<p>Text</p>	<p>Build on previous learning and focus on: Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.</p>	
<p>Punctuation</p>	<p>Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.</p>	

Year Three – Summer 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	Jemmy Button Social Change, Displacement & Invasion & Individuality	Night of the Gargoyles	The Iron Man Technological Innovation, Social Change & Individuality	Egyptology Empires & Monarchy, Environmental Impact, Social Change, Technological Innovation, Religious & Cultural Diversity	Queen of the Falls Social Change & Individuality	Fox Individuality
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 • 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 			<ul style="list-style-type: none"> • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • 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 • 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 Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p>And focus on:</p> <p>...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Summer 1


<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">Queen of the Falls</p> <p style="text-align: center;">Poetry: Haiku Fiction: Hybrid Adventure (Character, Setting & Action) Non-fiction: Non-chronological Report</p>	
<p>Word</p>	<p>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].</p>	
<p>Sentence</p>	<p>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].</p>	
<p>Text</p>	<p>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].</p>	
<p>Punctuation</p>	<p>Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.</p>	

Year Three – Summer 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	Jemmy Button Social Change, Displacement & Invasion & Individuality	Night of the Gargoyles	The Iron Man Technological Innovation, Social Change & Individuality	Egyptology Empires & Monarchy, Environmental Impact, Social Change, Technological Innovation, Religious & Cultural Diversity	Queen of the Falls Social Change & Individuality	Fox Individuality
Statutory Requirements	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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 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 			<ul style="list-style-type: none"> Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> 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 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 Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p>And focus on:</p> <p>...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Summer 2

<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">Fox</p> <p style="text-align: center;">Poetry: Mask Fiction: Fable (Character & Dialogue) Non-fiction: Information</p>	
<p style="text-align: center;">Word</p>	<p>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.</p>	
<p style="text-align: center;">Sentence</p>	<p>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].</p>	
<p style="text-align: center;">Text</p>	<p>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].</p>	
<p style="text-align: center;">Punctuation</p>	<p>Build on previous learning and focus on: Introduction to inverted commas to punctuate direct speech.</p>	

