

	Autumn Term		Spring Term		Summer Term	
Text/s:	Stone Age Boy	The Rainforest Grew all Around	Lights on Cotton Rock	Ocean Meets Sky	Hello Lighthouse	The Girl who Stole an Elephant
Genre:	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction
Writing Opportunities (text type):	<p>Writing to entertain:</p> <p>Diary Entries Story writing Setting descriptions</p> <p>Writing to inform:</p> <p>Diary writing – historical references</p>	<p>Writing to entertain:</p> <p>Poetry</p> <p>Writing to persuade:</p> <p>Persuasive holiday brochure</p> <p>Non-chronological report</p>	<p>Writing to entertain:</p> <p>Developing and demonstrating new vocabulary</p> <p>Writing to inform:</p> <p>Non-chronological report</p>	<p>Writing to entertain:</p> <p>Poetry</p> <p>Writing to inform:</p> <p>Information texts about animals Letter writing</p>	<p>Writing to entertain:</p> <p>Informal letter Narrative Book review</p> <p>Writing to inform:</p> <p>Newspaper report</p>	<p>Writing to entertain:</p> <p>Setting and character descriptions. Creating own fantasy story</p> <p>Writing to inform:</p> <p>Information text about Sri Lanka</p>
Purpose: Audience:	To demonstrate my knowledge of the Stone Age to my friends.	To entertain and to persuade my friends and teachers to go on holiday	To impress my friends and family with vivid vocabulary	To teach my peers about an animal	To explain and inform my teachers, friends and family	To entertain younger children in Muntjac class with my story
Composition	<p>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.</p> <p>Composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures introduce the paragraph as a way to group related material; begin to organise information around a theme in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing.</p> <p>In non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. assessing the effectiveness of their own and others' writing, and suggesting improvements</p> <p>Suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</p>					

<p>Vocabulary,</p>	<p>Children entering Year 3 are</p>	<p>Use paragraphs to group related</p>	<p>Use noun phrases expanded by the</p>	<p>Use of inverted commas and other</p>	<p>Review: word families,</p>	<p>Indicate possession by using the possessive apostrophe with plural nouns.</p>
<p>Punctuation & Grammar</p>	<p>assessed on their ability to apply their learning from Key Stage 1. Previous learning is revised and new learning is planned.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Extend the range of sentences with more than one clause, by using a wider range of connectives e.g. when, if, because, although.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p>	<p>material.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>proofreading work (own and others) for punctuation, vocabulary and grammar</p>	<p>addition of modifying adjectives, nouns and preposition phrases.</p> <p>Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition.</p> <p>Use fronted adverbials. Use commas after fronted adverbials.</p>	<p>punctuation to indicate direct speech.</p> <p>Use paragraphs to group related material.</p> <p>use further prefixes and suffixes and understand how to add them</p>	<p>conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel letter, consonant letter vowel, clause, subordinate clause.</p> <p>Review: determiner, pronoun, possessive pronoun, adverbial</p>	<p>Use paragraphs to group related material.</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

Handwriting:	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.					
Spellings:	See NNS overview/ Support for Spelling					
Reading – word reading	Apply my growing knowledge of root words, prefixes and suffixes Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Develop my understanding of new words that I read					
Reading – Comprehension	<p>Discuss words and phrases that capture my interest and imagination</p> <p>Predict what might happen from details stated and implied</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and Action.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>Predict what might happen from details stated and implied</p> <p>Increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Discuss words and phrases that capture my interest and imagination</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>retrieve and record information from nonfiction</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Ask questions to improve their understanding of a text</p>	<p>Read books that are structured in different ways and read for a range of purposes</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>retrieve and record information from nonfiction</p> <p>Ask questions to improve their understanding of a text</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p> <p>Identify how language, structure, and presentation contribute to meaning</p>	<p>Read books that are structured in different ways and read for a range of purposes</p> <p>Use dictionaries to check the meaning of words that I have read</p>

	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.	Retrieve and record information from non-fiction				
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