READING

Term	Autumn	Spring	Summer
Book Band	**Brown**	**Brown**	**Brown/Brown Free Reader**
Word Reading	Use knowledge of root words to understand meanings of words, e.g. *forget, forgetting; begin, beginner; garden, gardening, gardener..*	Use knowledge of root words to understand meanings of words, e.g. *limit, limiting, limited, limitation.*	Use knowledge of root words to understand meanings of words, e.g. *base, basic, basically; drama, dramatic, dramatically.*
	Use prefixes to understand meanings e.g. un-, dis-, mis (meaning 'not'): *unacceptable, unlock, unbelievable; disappoint, disagree, disobey; misbehave, mislead, misspell.*	Use prefixes to understand meanings e.g. re- (meaning 'again' or 'back'), pre- (meaning 'before') *refresh, redecorate, reappear; preschool, prepay, prehistoric*	Use prefixes to understand meanings e.g. in-, im- (meaning 'not'): *incorrect, inactive, inappropriate; impossible, immature, impolite*.
	Use suffixes to understand meanings e.g. -ly (meaning 'in this way'): *sadly, finally, completely*.	Use suffixes to understand meanings e.g. –ly (meaning 'in this way'): *energetically, frantically, gently, nobly, comically.*	Use suffixes to understand meanings e.g. –ous (meaning 'full of'): *mountainous, humorous, poisonous, dangerous, courageous.*
	Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list).	Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list).	Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list).
Developing pleasure in reading and motivation to read	Identify the main events from a story in sequence by saying what happened at each stage, e.g. *first of all…, later on…, after that…,eventually…, finally…* etc.	Identify and record the main events of a story in sequence, e.g. story map, story board. Use to retell.	Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions.
	Orally retell stories including all main events in sequence.	Orally retell stories including detail and vocabulary from the text to engage the listener.	Orally retell stories, engaging the listener through eye contact, expression and gesture.
	Discuss morals in fables, e.g. *The Hare and the Tortoise, The Fox and the Crow, The Lion and the Mouse.*	Discuss themes in fairy tales and folk tales e.g. *good over evil, weak and strong, wise and foolish, rich and poor.*	Identify and discuss themes in fairy tales and folk tales e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*
	Identify and discuss conventions of fables e.g. *animals which behave like humans, a lesson learnt, one or two characters only.*	Discuss conventions of fairy tales or folk tales, introduced by the teacher e.g. *magical sentence, a wish, a spell or a chant, repeated several times.*	Identify and discuss conventions of fairy tales and folk tales e.g. *numbers three and seven in fairy tales, characters who speak in riddles, rhymes or old-fashioned English.*
	Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance.	Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and	Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.

		performance.	
Understanding the text	Choose favourite words and phrases from a range of texts.	Identify and discuss favourite words and phrases which capture the reader's interest and imagination.	Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination.
	Identify unfamiliar words and discuss possible meanings.	Work out the meaning of unfamiliar words by using the context.	Explain the meaning of unfamiliar words by using the context.
	Use the first two letters to locate words in a dictionary.	Use dictionaries (first two letters) to check meanings of words they have read and identify the *appropriate* definition in relation to the context of the text.	Use dictionaries (first two letters) to check meanings of words they have read, identifying the *appropriate* definition and explaining its use in relation to the context of the text.
	Use expression when reading aloud.	Use appropriate intonation and expression when reading aloud.	Use appropriate intonation, tone and volume when reading aloud.
	Take note of punctuation when reading aloud, e.g. *pausing at full stops, changing voice in response to an exclamation mark.*	Take note of punctuation when reading aloud, e.g. *show a rising inflection in response to a question mark.*	Take note of punctuation when reading aloud, e.g. *changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.*
	Discuss their understanding of the text using tentative language, e.g. *Perhaps…, I am interested by…*	Discuss their understanding of the text using tentative language, e.g. *I am puzzled by…, I'd like to know if…, I'm not sure but…*	Discuss their understanding of the text using tentative language, e.g. *At first I thought…but now…, I was wondering whether…*
	Raise own questions during the reading process to deepen understanding e.g. *What did he do…, What did he think when…?*	Raise own questions during the reading process to deepen understanding e.g. *Why did…, How did…? What happened when…?*	Raise own questions during the reading process to deepen understanding e.g. *Why did the character…, What might happen if she..?*
	Draw inferences around characters' actions, e.g. *Why did the Pied Piper take revenge? Why did the hare challenge the tortoise to a race?*	Draw inferences around characters' thoughts, feelings and actions.	Draw inferences around **characters'** thoughts, feelings and actions, and justify with evidence from the text.
	Make predictions based on details stated.	Make plausible predictions based on details stated.	Make predictions based on details stated, giving reasons.
	Respond to a statement using true or false; give simple reasons, drawing on the text, e.g. *The Snow Queen is an evil*	Provide evidence to support a statement provided by the teacher, e.g. *The Iron Man is a mysterious character.*	Justify responses to the text using the PE prompt (Point + Evidence).

	character – true or false?	*What evidence is there to support this point?*	
	Discuss the purpose of paragraphs in non-fiction texts, e.g. *non- chronological reports, biographies, persuasive letters.*	Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph, e.g. *discussion texts, information texts.*	Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling, e.g. *explanations, information texts.*
	Analyse texts looking at structure and presentation e.g. *persuasive letters and leaflets, shape poems and calligrams.*	Analyse texts looking at language, structure and presentation e.g. *poems on a theme, discussion texts*.	Analyse and evaluate texts looking at language, structure and presentation e.g. *play scripts, classic poetry, explanations.*
Retrieving and recording information from non-fiction texts	Activate prior knowledge and prepare for research by creating a mind map, or concept map, of what is already known about the subject.	Prepare for research by identifying what is already known and generate possible questions about the subject.	Prepare for research by identifying what is already known about the subject, generate key questions to structure the task, e.g. *create a KWL grid.* Complete the KWL grid with answers to questions generated.
	Identify how specific information is organised within a non-fiction text e.g. *sub headings, bullet points, glossaries, diagrams.*	Describe how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossaries, diagrams.	Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossaries, diagrams.*
	Use a title, cover and blurb to determine whether a book will provide relevant information for research.	Use the title and contents page to appraise whether a book will provide relevant information for research.	Quickly appraise a text to evaluate usefulness.
	Locate features of information texts in print and on screen, e.g. *contents, index, page numbers, hyperlinks and icons.*	Locate features of information texts in print and on screen, e.g. *contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus*.	Navigate texts in print and on screen using contents, index, headings, sub- headings, page numbers, hyperlinks, icons and drop down menus.
	Record information from non-fiction texts. Complete charts using key words, phrases or sentences.	Record information from non-fiction texts by making simple notes e.g. *key words and phrases, page references and headings, and use these in subsequent writing.*	Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. *flow chart, 'for' and 'against' columns.*
Participating in discussion	Participate in discussion about what is read to them and books they have read	Participate in discussion about what is read to them and books they have read	*Participate in discussion about what is read to them and books they have read*

	independently, e.g. *answering questions, and making relevant comments.*	independently, e.g. *generating, asking and answering questions, making comments using tentative language.*	*independently, e.g. expressing preferences, providing opinions, generating, asking and answering questions, and making relevant comments.*
	Discuss and follow simple rules for discussion.	Consider and choose from a selection of rules for effective discussion provided by the teacher.	Develop and agree on rules for effective discussion, taking turns and listening to what others say.
	Make contributions in group situations e.g. *pairs and guided groups.*	Make and respond to contributions in group situations e.g *pairs and guided groups.*	Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

Year 3 Word List for Reading and Spelling

accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight /eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

WRITING

Term	Autumn	Spring	Summer
Vocabulary, Grammar and Punctuation	Identify **clauses** in sentences.	Identify **clauses** in sentences.	
	Explore and identify main and **subordinate clauses** in complex sentences.	Explore and identify main and **subordinate clauses** in complex sentences.	Explore and identify main and **subordinate clauses** in complex sentences.
	Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, while, before, after.*	Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, although, so.*	Explore, identify and create complex sentences using a range of **conjunctions** e.g. *while, since.*
	Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.*	Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *If people live near volcanoes, they are in danger of their homes being destroyed. Although the Iron Man fell off the cliff, he wasn't harmed.*	Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.*
	Identify, understand and select **prepositions** to complete sentences e.g. *above, below, beneath, within, outside, beyond.*	Generate and select **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*	Generate, select and effectively use **prepositions** in own writing e.g. *above, below, beneath, within, outside, beyond.*
	Identify, understand and select **adverbs** to complete sentences e.g. *suddenly, silently, eventually, cautiously, timidly.*	Select, generate and extend the use of **adverbs** e.g. *first, soon, next, later, yesterday, now, instantly, precisely, securely.*	Independently, edit and improve own writing by strengthening the use of **adverbs** e.g. *swiftly, rudely, wearily, gingerly.*
	Identify speech within a passage of text, e.g. *highlight the words spoken by a character and the **inverted commas (speech marks).***	Identify and use **inverted commas (speech marks)**, to punctuate **direct speech** e.g. *improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.*	Use **inverted commas to** punctuate **direct speech (speech marks)** in independent writing.
	Identify, understand and select the perfect form of **verbs** to complete sentences e.g. *We have researched healthy foods* (present perfect) instead of *We researched healthy foods* (simple past).	Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. Barney said, *"I don't know where Stig has gone."* (present perfect) instead of Barney said, *"I don't know where Stig went."* (simple past).	Independently, edit and improve own writing by using the perfect form of **verbs** where appropriate such as when writing dialogue in narrative and play scripts e.g. *Roman Soldier: He has disappeared, Sire!* (present perfect) instead of *Roman Soldier: He disappeared, Sire!* (simple past).
	Use the determiner *a* or *an* according to		

	whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.*		
Composition: Planning	Identify purpose and audience for writing, e.g.*to retell events from Walt Disney's life for our Year 2 audience*. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.	Identify purpose and audience for writing, e.g.*to entertain other Year 3 children with poems for a class anthology*. Discuss the vocabulary, grammar and structural organisation needed.	Identify purpose and audience for writing, e.g.*to entertain children in Year 1 with our fantasy stories*. Discuss the vocabulary, grammar and structural organisation needed, e.g. *opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.*
	Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, timeline, boxing up.*	Discuss and record ideas for planning, e.g. *for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.*	Discuss and record ideas for planning, e.g. *story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.*
	Identify purpose and audience for writing, e.g.*to retell events from Walt Disney's life for our Year 2 audience*. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.	Identify purpose and audience for writing, e.g.*to entertain other Year 3 children with poems for a class anthology*. Discuss the vocabulary, grammar and structural organisation needed.	Identify purpose and audience for writing, e.g.*to entertain children in Year 1 with our fantasy stories*. Discuss the vocabulary, grammar and structural organisation needed, e.g. *opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.*
Composition: Drafting and Writing	Create and develop characters for narrative, e.g. *using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.*	Improvise, create and write dialogue using **inverted commas (speech marks)**, synonyms for 'said' and, where appropriate, **adverbs** e.g. *"Get out of here!" shouted Bob angrily.*	Create and develop settings for narrative, e.g. *precise nouns*, *adjectives, noun phrases, details relating to the five senses.*
	Improve a passage prepared by the teacher (e.g. *one written using simple sentences only*) with a focus on different sentence structures.	During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).	During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).

	Using facts provided by the teacher, group related material into paragraphs *e.g. sort facts on cards under headings provided.*	Group related material into paragraphs, e.g. *write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.*	Group related material into paragraphs, identifying suitable headings, *e.g. write facts about a well- known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly.*
Composition: Evaluating and Editing	Proofread to check for errors in spelling, grammar and punctuation in own writing.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. *independently using a dictionary to check spellings.*
	Discuss own writing with the teacher and make some improvements the light of evaluation.	Discuss and propose changes with partners and improve writing in the light of evaluation.	With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
Performing	Use appropriate intonation, tone and volume to present their writing to a group or class.	Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. *pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.*	Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. *using adverbs to inform how something is said.*