

Year 3 Term 1

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Narrative - setting	1,8, 9, 11, 12, 16 (GfW 8)	1, 6 (GfW 3), 10, 11, 12 (GfW 6)	5, 6, 7, 14	2	Stories with familiar settings	<ul style="list-style-type: none"> Story with setting
Narrative - dialogue	2, 3, 9, 10, 16 (GfW 8)	1, 2, 4 (GfW 2), 7, 8 (GfW 4)	8 (SB p.4, p.62), 17, 19	2	Stories with familiar settings and plays	<ul style="list-style-type: none"> Story with dialogue
Plays	4, 5, 15	1, 2, 3 (GfW 1), 7 (GfW 4), 10	1, 2, 3, 20	2	Oral and written plays	<ul style="list-style-type: none"> Perform simple playscripts
Poetry	6, 7, 8, 9, 13, 14	1, 5 (GfW 1), 10	4, 9 (SB p.5), 14, 15, 16, 18	2	Poems based on observation and the senses	<ul style="list-style-type: none"> Poetry presentation Poem
Fact and fiction	17, 18	1, 6 (GfW 3), 9 (GfW 5), 10	10, 11 (SB p.6-7), 12	1	Information books on topics of interest	<ul style="list-style-type: none"> Evaluation of non-fiction texts
Reports	19, 20, 21, 21, 23 (GfW 9)	9 (GfW 5), 13 (GfW 7)	13, 21	2	Non-chronological reports	<ul style="list-style-type: none"> Notes Report linked to another curriculum area

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

In some copies of the NLS *Framework for teaching*, the numbering of the Year 3 Term 1 text level objectives varies. The numbering here refers to the web version.

Year 3 Term 1

Unit: Narrative - setting Duration: 2 weeks	Text(s): Stories with familiar settings Outcomes: Story with setting	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to compare a range of story settings, and to select words and phrases that describe scenes;</p> <p>T8 to express their views about a story or poem, identifying specific words and phrases to support their viewpoint;</p> <p>T9 to generate ideas relevant to a topic by brainstorming, word association, etc.;</p> <p>T11 to develop the use of settings in own stories by:</p> <ul style="list-style-type: none"> • writing short descriptions of known places; • writing a description in the style of a familiar story; <p>T12 to investigate and collect sentences/phrases for story openings and endings – use some of these formal elements in re-telling and story writing;</p> <p>T16 to begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories. (<i>Grammar for writing</i> Unit 8)</p>	<p>S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>S6 to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing; (<i>Grammar for writing</i> Unit 3)</p> <p>S10 to identify the boundaries between separate sentences in reading and in their own writing;</p> <p>S11 to write in complete sentences;</p> <p>S12 to demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter. (<i>Grammar for writing</i> Unit 6)</p>	<p>W5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>W6 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?); • building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; • spelling by analogy with other known words, e.g. <i>light, fright</i>; • using word banks, dictionaries, etc.; <p>W7 to practise new spellings regularly by ‘look, say, cover, write, check’ strategy;</p> <p>W14 to infer the meaning of unknown words from context.</p>

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Unit: Plays Duration: 2 weeks	Text(s): Stories and plays settings and plays Outcomes: Stories with playscripts.	
Text level objectives	Sentence level objectives	Word level objectives
<p>T4 to read, prepare and present playscripts;</p> <p>T2 how dialogue is presented in stories, e.g. through statements, questions, exclamations, how paragraphs are used to organise dialogue, stage directions, lay-out of text in prose and playscripts;</p> <p>T3 to be aware of the different voices in stories using written and oral readings, showing differences between the narrator and different characters used, e.g. puppets to present stories;</p> <p>T9 to generate ideas relevant to a topic by brainstorming, word association; etc.;</p> <p>T10 using reading as a model, to write own passages of dialogue;</p> <p>T16 begin to organise stories into paragraphs; to being to use paragraphing in presentation of dialogues in stories. (<i>Grammar for writing Unit 8</i>)</p>	<p>S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return, to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>S2 to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud;</p> <p>S3 the function of verbs in sentences through;</p> <p>S4 to use verb tenses with increasing accuracy in speaking and writing, e.g. <i>catch/caught, see/saw, go/went</i> etc. Use past tense consistently for collecting and classifying examples of verbs from reading and own knowledge, e.g. <i>run, chase, sprint, eat, consume, gobble, said, whispered, shrieked</i>;</p> <ul style="list-style-type: none"> experimenting with changing simple verbs in sentences and discussing their impact on meaning; (<i>Grammar for writing Unit 1</i>) using capital letters to mark the start of direct speech; <p>S7 the basic conventions of speech punctuation through;</p> <p>S8 to use the term 'speech marks'. (<i>Grammar for writing Unit 4</i>)</p> <ul style="list-style-type: none"> beginning to use in own writing; using capital letters to mark the start of direct speech; (<i>Grammar for writing Unit 4</i>) <p>S10 to identify the boundaries between separate sentences in reading and in their own writing.</p>	<p>W1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3); added; (<i>Spelling bank p.4, p.62</i>)</p> <p>W2 to:</p> <ul style="list-style-type: none"> generate synonyms for high frequency words, e.g. <i>big, little, like, good, nice, nasty</i>; identify phonemes in speech and writing; blend phonemes for reading; <p>W19 segment words into phonemes for spelling; concluding dialogue, e.g. <i>said, replied, asked</i>.</p> <p>W16 to read and spell correctly the high frequency words from KS1 (Appendix List 1);</p> <p>W20 to practise correct formation of basic joins from Year 2:</p> <ul style="list-style-type: none"> diagonal joins to letters without ascenders, e.g. <i>ai, ar, un</i>; horizontal joins to letters without ascenders, e.g. <i>ou, vi, wi</i>; diagonal joins to letters with ascenders, e.g. <i>ab, ul, it</i>; horizontal joins to letters with ascenders, e.g. <i>ol, wh, ot</i>.

Year 3 Term 1

Unit: Poetry Duration: 2 weeks	Text(s): Poems based on observation and the senses Outcomes: Poetry presentation; poem	
Text level objectives	Sentence level objectives	Word level objectives
<p>T6 to read aloud and recite poems, comparing different views of the same subject; to discuss choice of words and phrases and describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look';</p> <p>T7 to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout;</p> <p>T8 to express their views about a story or poem, identifying specific words and phrases to support their viewpoint;</p> <p>T9 to generate ideas relevant to a topic by brainstorming, word association, etc.;</p> <p>T13 to collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;</p> <p>T14 to invent calligrams and range of shape poems, selecting appropriate words and careful presentation. Build up class collections.</p>	<p>S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>S5 to use the term 'verb' appropriately; (<i>Grammar for writing</i> Unit 1)</p> <p>S10 to identify the boundaries between separate sentences in reading and in their own writing.</p>	<p>W4 to discriminate syllables in reading and spelling (from Year 2);</p> <p>W9 to investigate and learn to use the spelling pattern <i>le</i> as in <i>little, muddle, bottle, scramble, cradle</i>; (<i>Spelling bank</i> p.5)</p> <p>W14 to infer the meaning of unknown words from context;</p> <p>W15 to have a secure understanding of the purpose and organisation of the dictionary;</p> <p>W16 to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms;</p> <p>W18 to use the term 'synonym'.</p>

Year 3 Term 1

Year 3 Term 1

Unit: Fact and fiction Duration: 1 week	Text(s): Information books on topics of interest Outcomes: Evaluation of non-fiction texts	
Text level objectives	Sentence level objectives	Word level objectives
<p>T17 to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;</p> <p>T18 to notice differences in the style and structure of fiction and non-fiction writing.</p>	<p>S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>S6 to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing; (<i>Grammar for writing</i> Unit 3)</p> <p>S9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples; (<i>Grammar for writing</i> Unit 5)</p> <p>S10 to identify the boundaries between separate sentences in reading and in their own writing.</p>	<p>W10 to recognise and spell common prefixes and how these influence word meanings, e.g. <i>un-</i>, <i>de-</i>, <i>dis-</i>, <i>re-</i>, <i>pre-</i>;</p> <p>W11 to use their knowledge of prefixes to generate new words from root words, especially antonyms, <i>happy/unhappy</i>, <i>appear/disappear</i>; (<i>Spelling bank</i> p.6, p.7)</p> <p>W12 to use the term 'prefix'.</p>

Year 3 Term 1

Unit: Reports Duration: 2 weeks	Text(s): Non-chronological reports Outcomes: Notes; report linked to another curriculum area	
Text level objectives*	Sentence level objectives	Word level objectives
<p>T19 to locate information, using contents, index, headings, sub-headings, page nos., bibliographies;</p> <p>T20 to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources;</p> <p>T21 to reading information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered;</p> <p>T22 to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source.</p> <p>T23 to write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in class, teacher, parent. (<i>Grammar for writing</i> Unit 9)</p>	<p>S9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples; (<i>Grammar for writing</i> Unit 5)</p> <p>S13 to use commas to separate items in a list. (<i>Grammar for writing</i> Unit 7)</p>	<p>W13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries;</p> <p>W21 to ensure consistency in size and proportions of letters and spacing between letters and words.</p>

*These text level objectives are a revised version of those which appeared on the Literacy Coordinators' Handbook CD Rom (DfES. 0284/2002).

Year 3 Term 2

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Narrative - themes	2, 3, 7, 8, 9	2, 3 (GfW 10), 6, 7	1, 5, 8 (SB p.8&9), 12 (SB p.12) 15 (SB p.15), 25	3	Myths, legends and parables with related themes	<ul style="list-style-type: none"> A fable or myth with a 'moral message'
Traditional stories - plot	1, 6, 7, 9, 10	4, 5 (GfW 11)	2, 7, 9 (SB p.10), 10 (SB p.11), 11, 26	2	Traditional stories, stories with related themes	<ul style="list-style-type: none"> Plan and write an alternative 'traditional' story
Poetry	4, 5, 11	1, 9	3, 13 (SB p.13), 14 (SB p.14), 16, 24	2	Oral and performance poetry from different cultures	<ul style="list-style-type: none"> Poetry presentation
Non-fiction	12, 13, 14, 15, 16, 17	8 (GfW 12), 9 (GfW 13), 10, 11 (GfW 14)	4, 6, 17, 18, 19, 20, 21, 22, 23, 27	2x2	Instructions Dictionaries and thesaurus without illustrations	<ul style="list-style-type: none"> Notes related to another curriculum area Instructions

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Year 3 Term 2

Unit: Narrative - themes Duration: 3 weeks	Text(s): Myths, legends and parables with related themes Outcomes: A fable or myth with a 'moral message'	
Text level objectives	Sentence level objectives	Word level objectives
<p>T2 to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish;</p> <p>T3 to identify and discuss main and recurring characters, evaluate their behaviour and justify views;</p> <p>T7 to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards;</p> <p>T8 to write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them;</p> <p>T9 to write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting.</p>	<p>S2 the function of adjectives within sentences, through:</p> <ul style="list-style-type: none"> identifying adjectives in shared reading; discussing and defining what they have in common i.e. words which qualify nouns; experimenting with deleting and substituting adjectives and noting effects on meaning; collecting and classifying adjectives, e.g. for colours, sizes, moods; experimenting with the impact of different adjectives through shared writing; <p>S3 to use the term <i>adjective</i> appropriately; (<i>Grammar for writing</i> Unit 10)</p> <p>S6 to note where commas occur in reading and to discuss their functions in helping the reader.</p> <p>S7 to use the term '<i>comma</i>' appropriately in relation to reading.</p>	<p>W1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);</p> <p>W5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>W8 how words change when <i>er, est and y</i> are added; (<i>Spelling bank</i> p.8, 9)</p> <p>W12 to recognise and generate compound words, e.g. <i>playground, airport, shoelace, underneath</i>; and to use this knowledge to support their spelling; (<i>Spelling bank</i> p.12)</p> <p>W15 to use the apostrophe to spell shortened forms of words, e.g. <i>don't, can't</i>; (<i>Spelling bank</i> p.15)</p> <p>W25 to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2:</p> <ul style="list-style-type: none"> diagonal joins to letters without ascenders, e.g. <i>ai, ar, un</i>; horizontal joins to letters without ascenders, e.g. <i>ou, vi, wi</i>; diagonal joins to letters with ascenders, e.g. <i>ab, ul, it</i>; horizontal joins to letters with ascenders, e.g. <i>ol, wh, ot</i>.

Year 3 Term 2

<p>Unit: Traditional stories - plot</p> <p>Duration: 2 weeks</p>	<p>Text(s): Traditional stories, stories with related themes.</p> <p>Outcomes: Plan and write an 'alternative' traditional story.</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
<p>T1 to investigate the styles and voices of traditional story language – collect examples, e.g. story openings and endings; scene openers, e.g. '<i>Now when...</i>', '<i>A long time ago...</i>'; list, compare and use in own writing;</p> <p>T6 to plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning;</p> <p>T7 to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards;</p> <p>T9 to write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting;</p> <p>T10 to write alternatives sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and using these to help structure the writing.</p>	<p>S4 to extend knowledge and understanding of pluralisation through:</p> <ul style="list-style-type: none"> recognising the use of singular and plural forms in speech and through shared reading; transforming sentences from singular to plural and vice versa, noting which words have to change and which do not; understanding the term 'collective noun' and collecting examples – experiment with inventing other collective nouns; noticing which nouns can be pluralised and which cannot, e.g. <i>trousers, rain</i>; recognising pluralisation as one test of a noun; <p>S5 to use the terms singular and plural appropriately (<i>Grammar for writing</i> Unit 11).</p>	<p>W2 to:</p> <ul style="list-style-type: none"> identify phonemes in speech and writing; blend phonemes for reading; segment words into phonemes for spelling <p>W7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>W9 to investigate and identify basic rules for changing the spelling of nouns when s is added (<i>Spelling bank</i> p.10)</p> <p>W10 to investigate, spell and read words with silent letters e.g. <i>knee, gnat and wrinkle</i> (<i>Spelling bank</i> p.11)</p> <p>W11 to use the terms 'singular' and 'plural' appropriately;</p> <p>W12 to recognise and generate compound words, e.g. <i>playground, airport, shoelace, underneath</i>; and to use this knowledge to support their spelling;</p> <p>W26 to ensure consistency in size and proportion of letters and the spacing between letters and words.</p>

Year 3 Term 2

Unit: Poetry Duration: 2 weeks	Text(s): Oral and performance poetry from different cultures Outcomes: Poetry presentation	
Text level objectives	Sentence level objectives	Word level objectives
<p>T4 to choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds;</p> <p>T5 rehearse and improve performance, taking note of punctuation and meaning;</p> <p>T11 to write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition.</p>	<p>S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>S9 to experiment with deleting words in sentences to see which are essential to retain meaning and which are not.</p>	<p>W3 to read and spell correctly the high frequency words from KS1 (Appendix List 3);</p> <p>W13 to recognise and spell common suffixes and how these influence word meanings, e.g. –<i>ly, -ful, -less</i>; (<i>Spelling bank</i> p.13)</p> <p>W14 to use their knowledge of suffixes to generate new words from root words, e.g. <i>proud/proundly, hope/fhopeful/hopeless</i>; (<i>Spelling bank</i> p. 14)</p> <p>W16 to use the term 'suffix';</p> <p>W24 to explore opposites, e.g. <i>upper/lower, rude/polite</i>.</p>

Year 3 Term 2

Unit: Non-fiction Duration: 2 weeks	Text(s): Instructions, dictionaries, thesaurus without illustrations Outcomes: Notes related to another curriculum area; instructions	
Text level objectives	Sentence level objectives	Word level objectives
<p>T12 to identify the different purposes of instructional texts, e.g. recipes, route-finders, timetables, instructions, plans, rules;</p> <p>T13 to discuss the merits and limitations of particular instructional texts, including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation;</p> <p>T14 how written instructions are organised e.g. lists, numbered points, diagrams with arrows, bullet points, keys;</p> <p>T15 to read and follow simple instructions;</p> <p>T16 to write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support;</p>	<p>S8 other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry; (<i>Grammar for writing</i> Unit 12)</p> <p>S9 to experiment with deleting words in sentences to see which are essential to retain meaning and which are not; (<i>Grammar for writing</i> Unit 13)</p> <p>S10 to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. <i>I/we do, you/you do, he/she/they do/does</i>, through;</p> <ul style="list-style-type: none"> • collecting and categorising examples and noting the differences between the singular and plural persons; • discussing the purposes for which each can be used; • relating to different types of text, e.g. 1st person for diaries, personal letters, 2nd person for instructions, directions; 3rd person for narrative, recounts; • experimenting with transforming sentences and noting which words need to be changed; <p>S11 to understand the need for grammatical agreement in speech and writing, e.g. <i>I am; we are</i>. (<i>Grammar for writing</i> Unit 14)</p>	<p>W4 to discriminate syllables in reading and spelling (from Year 2);</p> <p>W6 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?) • building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; • spelling by analogy with other known words, e.g. <i>light, fright</i>; • using word banks, dictionaries; <p>W17 to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing;</p> <p>W18 to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why;</p> <p>W19 to use dictionaries to learn or check the spellings and definitions of words;</p>

continued

<p>Unit: Non-fiction - continued</p> <p>Duration: 2 weeks</p>		<p>Text(s): Instructions, dictionaries, thesaurus without pictures</p> <p>Outcomes: Notes related to another curriculum area; instructions</p>
Text level objectives	Sentence level objectives	Word level objectives
<p>T17 to make clear notes, through e.g.</p> <ul style="list-style-type: none"> • discussing the purpose of note-making and looking at simple examples; • identifying the purpose for which particular notes will be used; • identifying key words, phrases or sentences in reading; • exploring ways of writing ideas, messages, in shortened forms, e.g. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others; • making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen' • identifying intended audience i.e. self or others. 		<p>W20 to write their own definitions of words, developing precision and accuracy in expression;</p> <p>W21 to use the term 'definition';</p> <p>W22 to know the quartiles of the dictionary, e.g. <i>m</i> lies around the halfway mark, <i>t</i> towards the end;</p> <p>W23 to organise words or information alphabetically, using the first two letters;</p> <p>W27 to build up handwriting speed, fluency and legibility through practice.</p>

Year 3 Term 3

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Plot	1, 2, 10, 11,13	4 (GfW 16), 5 (GfW 17), 6 (GfW 18)	1, 5, 9 (SB p.17), 10 (SB p. 18), 12, 13, 17	3	Adventure/mystery stories	▪ Story (focus on sequence)
Perspective/ character	3, 4, 5, 12	2 (GfW 15), 3 GfW 15), 4 (GfW 16)	2, 5, 11 (SB p.19), 13, 16, 18	3	Range of stories	▪ Adventure/mystery story
Poetry	6, 7, 15, 21	1, 7 (GfW 19)	4, 8, 11 (SB p.19), 14 (SB p.20), 15	1	Range of poetry including humour	▪ Poem
Authors	1, 8, 9, 14	5 (GfW 17)	2, 3, 12, 19	2	Stories by same author	▪ Reading journal
Letters	16, 20, 21, 22, 23	1, 3 (GfW 15), 6 (GfW 18)	1, 6, 7, 17	2	Range of texts including letters	▪ Letter (using IT)
Alphabetical text	17, 18, 21, 24	7 (GfW 19)	3, 14 (SB p.20), 15, 18	2	Alphabetic texts	▪ Alphabetical text including IT texts linked to other curriculum area

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Year 3 Term 3

Unit: Plot Duration: 3 weeks	Text(s): Adventure/mystery stories Outcomes: Story (focus on sequence)	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences;</p> <p>T2 to refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description;</p> <p>T10 to plot a sequence of episodes modelled on a known story, as a plan for writing</p> <p>T11 to write openings to stories or chapters linked to or arising from reading; to focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes;</p> <p>T13 to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative.</p>	<p>S4 to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence (<i>Grammar for writing</i> Unit 16)</p> <p>S5 how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to 'and' and 'then', e.g.: <i>if, so, while, though, since, when</i> (<i>Grammar for writing</i> Unit 17);</p> <p>S6 to investigate through reading and writing how words and phrases can signal time sequences, e.g. <i>first, then, after, meanwhile, from, where</i>. (<i>Grammar for writing</i> Unit 18)</p>	<p>W1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);</p> <p>W5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>W9 to recognise and spell the prefixes <i>mis-, non-, ex-, co-, anti-</i> (<i>Spelling bank</i> p.17)</p> <p>W10 to use their knowledge of these prefixes to generate new words from root words, eg <i>lead/mislead, sense/nonsense</i>, and to understand how they give clues to meaning, e.g. <i>extend, export, explode, mislead, mistake, misplace</i>; (<i>Spelling bank</i> p.18)</p> <p>W12 to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing;</p> <p>W13 to collect synonyms which will be useful in writing dialogue, e.g. <i>shouted, cried, yelled, squealed</i>, exploring the effects on meaning, e.g. through substituting these synonyms in sentences;</p>

continued

<p>Unit: Plot - continued Duration: 3 weeks</p>	<p>Text(s): Adventure/mystery stories Outcomes: Story (focus on sequence)</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
		<p>W17 to practice correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing:</p> <ul style="list-style-type: none"> • diagonal joins to letters without ascenders, e.g. <i>ai, ar, un</i>; • horizontal joins to letters without ascenders, e.g. <i>ou, vi, wi</i>; • diagonal joins to letters with ascenders, e.g. <i>ab, ul, it</i>; • horizontal joins to letters with ascenders, e.g. <i>ol, wh, ot</i>.

Year 3 Term 3

Unit: Perspective/character Duration: 3 weeks	Text(s): Range of stories Outcomes: Adventure/mystery story	
Text level objectives	Sentence level objectives	Word level objectives
<p>T3 to distinguish between 1st and 3rd person accounts;</p> <p>T4 to consider credibility of events, e.g. by selecting some real life adventures either written or retold as stories and comparing them with fiction;</p> <p>T5 to discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements;</p> <p>T12 to write a first person account, e.g. write a character's own account of incident in story read.</p>	<p>S2 to identify pronouns and understand their functions in sentences through:</p> <ul style="list-style-type: none"> noticing in speech and reading how they stand in place of nouns; substituting pronouns for common and proper nouns in own writing; distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>; distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>1, me, we, you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; investigating how pronouns are used to mark gender: <i>he, she, they, etc.</i>; (<i>Grammar for writing</i> Unit 15) <p>S3 to ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i>, in standard English; (<i>Grammar for writing</i> Unit 15)</p> <p>S4 to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence. (<i>Grammar for writing</i> Unit 16)</p>	<p>W2 to:</p> <ul style="list-style-type: none"> identify phonemes in speech and writing; blend phonemes for reading; segment words into phonemes for spelling; <p>W5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;</p> <p>W11 to use the apostrophe to spell further contracted forms, e.g. <i>couldn't</i>; (<i>Spelling bank</i> p.19)</p> <p>W13 to collect synonyms which will be useful in writing dialogue, e.g. <i>shouted, cried, yelled, squealed</i>, exploring the effects on meaning, e.g. through substituting these synonyms in sentences;</p> <p>W16 to collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing;</p> <p>W18 to ensure consistency in size and proportions of letters and the spacing between letters and words.</p>

Year 3 Term 3

Unit: Poetry Duration: 1 week	Text(s): Range of poetry including humour Outcomes: Poem	
Text level objectives	Sentence level objectives	Word level objectives
<p>T6 to compare forms or types of humour, e.g. by exploring collecting and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams;</p> <p>T7 to select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects;</p> <p>T15 to write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms;</p> <p>T21 use IT to bring to a published form – discuss relevance of layout, font, etc. to audience.</p>	<p>S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>S7 to become aware of the use of commas in marking grammatical boundaries within sentences. (<i>Grammar for writing</i> Unit 19)</p>	<p>W4 to discriminate syllables in reading and spelling (from Year 2)</p> <p>W8 identify short words within longer words as an aid to spelling;</p> <p>W11 to use the apostrophe to spell further contracted forms, e.g. <i>couldn't</i>; (<i>Spelling bank</i> p.19)</p> <p>W14 to explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. <i>form</i> (shape or document), <i>wave</i> (gesture, shape or motion); (<i>Spelling bank</i> p.20)</p> <p>W15 to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling.</p>

Year 3 Term 3

Unit: Authors Duration: 2 weeks	Text(s): Stories by same author Outcomes: Reading journal	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to retell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences;</p> <p>T8 to compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes;</p> <p>T9 to be aware of authors to discuss preferences and reasons for these;</p> <p>T14 to write book reviews for a specified audience, based on evaluations of plot, characters and language.</p>	<p>S5 how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to 'and' and 'then', e.g.: <i>if, so, while, though, since, when.</i> (<i>Grammar for writing</i> Unit 17)</p>	<p>W2 to:</p> <ul style="list-style-type: none"> • identify phonemes in speech and writing; • blend phonemes for reading; • segment words into phonemes for spelling; <p>W3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);</p> <p>W12 to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing;</p> <p>W19 to build up handwriting speed, fluency and legibility through practice.</p>

Year 3 Term 3

Unit: Letters Duration: 2 weeks	Text(s): Range of texts including letters Outcomes: Letter (using IT)	
Text level objectives	Sentence level objectives	Word level objectives
<p>T16 to read examples of letters written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences – formal/informal;</p> <p>T20 to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader;</p> <p>T21 use IT to bring to a published form – discuss relevance of layout, font, etc. to audience;</p> <p>T22 experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report;</p> <p>T23 to organise letters into simple paragraphs;</p>	<p>S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</p> <p>S3 to ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i>, in standard English (<i>Grammar for writing</i> Unit 15)</p> <p>S6 to investigate through reading and writing how words and phrases can signal time sequences, e.g. <i>first, then, after, meanwhile, from, where</i>. (<i>Grammar for writing</i> Unit 18)</p>	<p>W1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);</p> <p>W6 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; • spelling by analogy with other known words, e.g. <i>light, fright</i>; • using word banks, dictionaries; <p>W7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>W17 to practice correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing:</p> <ul style="list-style-type: none"> • diagonal joins to letters without ascenders, e.g. <i>ai, ar, un</i>; • horizontal joins to letters without ascenders, e.g. <i>ou, vi, wi</i>; • diagonal joins to letters with ascenders, e.g. <i>ab, ul, it</i>; • horizontal joins to letters with ascenders, e.g. <i>ol, wh, ot</i>.

Year 3 Term 3

Unit: Alphabetical texts Duration: 2 weeks	Text(s): Alphabetical texts Outcomes: Alphabetical texts, including IT texts, linked to other curriculum area	
Text level objectives	Sentence level objectives	Word level objectives
<p>T17 to 'scan' indexes, directories and IT sources, etc. to locate information quickly and accurately;</p> <p>T18 to locate books by classification in class or school libraries;</p> <p>T21 use IT to bring to a published form – discuss relevance of layout, font, etc. to audience;</p> <p>T24 to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, e.g. a book about building materials, sports.</p>	<p>S7 to become aware of the use of commas in marking grammatical boundaries within sentences. (<i>Grammar for writing</i> Unit 19)</p>	<p>W3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);</p> <p>W14 to explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. <i>form</i> (shape or document), <i>wave</i> (gesture, shape or motion) (<i>Spelling bank</i> p.20);</p> <p>W15 to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling;</p> <p>W18 to ensure consistency in size and proportions of letters and the spacing between letters and words.</p>