

Coverage to support planning process

English Overview & Progression – Year 3

| Year group & Stage of Learning | Text Coverage | Writing Genres & Coverage | Spelling Grammar & Punctuation Coverage |
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| <p style="text-align: center;"><i>Year 3</i> 20%-40% 3i (Autumn)</p> | <p><u>Wings 2 Phase 3</u></p> | | <p><u>Grammar and Punctuation:</u></p> |
| | <p>Text: The Tiger Child – Fiction (1 week) Link/s: Geography Reading Focus: Role of Fairy Tales in entertaining and teaching a lesson.</p> | <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • To write a letter to the author. • To use capital letters appropriately. | <ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech. • Formation of nouns using a range of prefixes Example: Super-, anti-, auto- |
| | <p>Text: The Lighthouse Keeper’s Catastrophe Link/s: N/A Reading Focus: To identify the problem and solution in the story.</p> | <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • To write a newspaper report about what happened. • To use linking words and phrases. | <ul style="list-style-type: none"> • Use of the forms a OR an according to whether the next words begins with a consonant OR a vowel. Example: a rock an open box. • Word families based on common words showing how words are related in form and meaning. Example: solve, solution, solver, dissolve, insoluble. |
| | <p>Text: Amazing Grace – Fiction (1 week) Link/s: PSHE Reading Focus: To make predictions about what might happen next.</p> | <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • To write another story about Grace. • To use powerful verbs. | <ul style="list-style-type: none"> • Expressing time, place and cause using Conjunctions - when, before, after, while, so, because. • Expressing time, place and cause using: Adverbs - then, next, soon, therefore. |
| | <p>Text: The Gruffalo – Non-Fiction (1 week) Link/s: N/A Reading Focus: To enjoy story poems, including making inferences.</p> | <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • To write a description of a different monster in a recount. • To use commas in lists of adjectives. | <ul style="list-style-type: none"> • Expressing time, place and cause using: Prepositions - before, after, during, in, because of. |
| <p>Text: Rapunzel - Fiction (1 week) Link/s: RRS Reading Focus: To identify common features of Traditional Tales.</p> | <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> • To write the opening to a Traditional Tale. • To use punctuation for dialogue. | <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material. • Headings and Sub-headings to aid presentation. | |

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| | <p>Text: Burglar Bill (2 weeks) Link/s: RRS Reading Focus: To summarise the text. To compare with other Ahlberg texts.</p> <p>Text: Paperbag Princess – Fiction (1 week) Link/s: RRS Reading Focus: Compare and contrast princesses in different Fairy Tales.</p> <p>Text: Oceans and Seas – Non-Fiction (1 week) Link/s: Science Reading Focus: To identify main ideas and supporting evidence.</p> | <p>Writing Focus:</p> <ul style="list-style-type: none"> • Wanted Poster. Write additional text in same style. • Adventurous language and cohesive sentences. <p>Writing Focus:</p> <ul style="list-style-type: none"> • Retell story ending from Elizabeth’s viewpoint. • To use punctuation for dialogue. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a poem about life undersea. • To explain the use of adjectives. | <p>Spelling:</p> <ul style="list-style-type: none"> • Adding of suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginner. • /i/ sound spelt y elsewhere than at the end of words: e.g. myth, gym, Egypt. • Ou sounded /u/ e.g. young, touch, double • Prefixes – un -, dis -, mis- (negative meanings) • Prefixes – In -, im -, re -, sub -, inter-, super-, anti - , • Prefixes – Auto-, il-, ir- • Prefix examples: Disagree, misbehave, inactive, illegal, immature, irregular, superman, antiseptic, autograph. • Suffixes: -ation e.g. information • Suffixes: ly e.g. usually ly exceptions e.g. happily, angrily • Suffixes: sure, -ture, -sion e.g. measure, furniture, division |
| <p><i>Year 3</i> <i>41%-60%</i> <i>3ii</i> <i>(Spring)</i></p> | <p>Wings 3 Phase 1</p> <p>Text: Making the Past into Presents – Non-Fiction (1 week) Link/s: History Reading Focus: Explain and comment on writers use of language</p> <p>Text: Natural Record Breakers - Non-Fiction (1 week) Link/s: Geography Reading Focus: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> <p>Text: Incredible Insects – Non-Fiction (1 week) Link/s: Science Reading Focus: Use a range of strategies, including accurate decoding of text, to read for meaning.</p> | <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write the instructions for a board game. • Compose sentences using adjectives, nouns and verbs for precision, clarity and impact. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To produce texts which are appropriate to task, reader and purpose. • Construct paragraphs and use cohesion within and between paragraphs. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To produce a booklet about insects (non-chronological report). • To organise and present texts effectively using a range of devices. | |

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| | <p>Text: Grace and Family – Fiction (1 week) Link/s: Culture Reading Focus: To identify the character’s viewpoint and the setting.</p> <p>Text: The Hedgehog – Fiction (2 weeks) Link/s: Science/ Road Safety Reading Focus: To recognise what a character is like- inferred and explicit.</p> <p>Text: The Owl Who as Afraid of the Dark – Fiction (2 weeks) Link/s: Science Reading Focus: To identify the main problem and the events that resolve it.</p> <p>Text: Shape Poems – Poetry (1 week) Link/s: N/A Reading Focus: To comment on the language, structure and effect of poems.</p> | <p>Writing Focus:</p> <ul style="list-style-type: none"> To describe a setting, suggesting a viewpoint about it. To choose vocabulary that suggests a viewpoint. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a conversation and a road safety commercial. To understand how to punctuate speech. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a recount. To vary sentence openings when writing. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write an effective shape poem with a water theme. To identify different types of words. | |
| <p><i>Year 3</i> <i>61%-80%+</i> <i>3iii</i> <i>(Summer)</i></p> | <p>Wings 3 Phase 2</p> <p>Text: Noisy Poems – Fiction (1 week) Link/s: N/A Reading Focus: Explain and comment on writers use of language.</p> <p>Text: Amazing Creatures – Non-Fiction (2 weeks) Link/s: Science/Geography Reading Focus: To infer the cause and effect relationship in a non-fiction text.</p> <p>Text: Robin Hood – Fiction (2 weeks) Link/s: History Reading Focus: Compare different versions of a story/identify main theme.</p> | <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a noisy poem. To use a range of word combinations, onomatopoeic words, rhyming words, rhythm. <p>Writing Focus:</p> <ul style="list-style-type: none"> To create an advertising brochure and a leaflet. To use conjunctions to express time and cause. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write recount of another adventure for Robin Hood and his men. To punctuate speech appropriately. | |

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| | <p>Text: The Willow Pattern Story – Fiction (1 week) Link/s: Culture/Geography Reading Focus: To identify how the setting, social, cultural and historical contexts affects what happens in a story.</p> <p>Text: Classic Fairytales – Fiction (1 week) Link/s: RRS Reading Focus: Identify common themes and features of Fairy Tales.</p> <p>Text: Play Scripts – Fiction (1 week) Link/s: Drama Reading Focus: To know how play scripts differ from stories.</p> <p>Text: Feargal Fly – Fiction (1 week) Link/s: Digital Literacy Reading Focus: Understand, select and retrieve information, deduce, infer and interpret.</p> <p>Text: 101 Ways to Save the Earth – Non-Fiction (2 weeks) Link/s: Geography/Digital Literacy Reading Focus: To interpret diagrams and written directions.</p> | <p>Writing Focus:</p> <ul style="list-style-type: none"> To describe a setting and plan a story using that setting. To select appropriate and effective vocabulary. <p>Writing Focus:</p> <ul style="list-style-type: none"> To rewrite Snow White from the viewpoint of the Queen. Understand and use verbs written in 1st and 3rd person. <p>Writing Focus:</p> <ul style="list-style-type: none"> To create the play script of a story. Organise and present whole texts effectively. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a newspaper report. To explore how different perspectives can alter a newspaper report through the use of tone and language. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a report and to write instructions. Revise the use of punctuation to demarcate sentences. | |
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| Overall Coverage | Reading Coverage Statements for the year | | Writing Coverage Statements for the year |
| | <p>Reading Coverage:</p> <p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • 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 - 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 | <p>Writing Milestones:</p> <ul style="list-style-type: none"> • Able to plan and write for different purposes and a range of audiences, using appropriate genre features. • Organise writing into meaningful paragraphs accurately effectively using presentational devices. • Use dialogue which begins to advance the action. • Describe character, setting and plot with depth. • Use Expanded noun phrases. • Use Prepositional Phrases. • Use adverbial Phrases. • Demarcate some sentences with capital letters, full stops, question marks and exclamation marks. • Write a range of sentence styles – simple, compound, complex, coordinating/subordinating conjunctions and a range of openers. • Accurate use of fronted adverbial phrases. • Using KS2 punctuation accurately. • Using determiners accurately. • Use the past or present tense and the perfect form accurately as well as 1st/3rd person correctly. • Spelling all words from the year 3/4 spelling list correctly. • Writing is legible and joined. | |

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| | <ul style="list-style-type: none">- 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. | |
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