



## Coverage Chart - Year 3 Autumn Term



### Fiction

#### Spoken Language – Coverage in Autumn Fiction plans: Year 3

Objective	Stories by the Same Author – Unit 1	Stories by the Same Author – Unit 2	Stories by the Same Author – Unit 3	Stories by the Same Author – Unit 4	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Traditional Tales – Unit 1	Traditional Tales – Unit 2	Traditional Tales – Unit 3	Traditional Tales – Unit 4	Traditional Tales – Unit 5	Traditional Tales – Unit 6
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments															
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates															
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication															

**Word Reading – Coverage in Autumn Fiction plans: Year 3**

Objective	Stories by the Same Author – Unit 1	Stories by the Same Author – Unit 2	Stories by the Same Author – Unit 3	Stories by the Same Author – Unit 4	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Traditional Tales – Unit 1	Traditional Tales – Unit 2	Traditional Tales – Unit 3	Traditional Tales – Unit 4	Traditional Tales – Unit 5	Traditional Tales – Unit 6
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

**Reading: Comprehension – Coverage in Autumn Fiction plans: Year 3**

Objective	Stories by the Same Author – Unit 1	Stories by the Same Author – Unit 2	Stories by the Same Author – Unit 3	Stories by the Same Author – Unit 4	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Traditional Tales – Unit 1	Traditional Tales – Unit 2	Traditional Tales – Unit 3	Traditional Tales – Unit 4	Traditional Tales – Unit 5	Traditional Tales – Unit 6
<b>Develop positive attitudes to reading and understanding of what they read by:</b>															
<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	Yellow				Yellow						Orange				
<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>						Orange				Yellow					
<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>															
<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>					Yellow					Yellow	Orange	Purple			Green
<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in a wide range of books</li> </ul>	Yellow					Orange									
<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>															
<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader’s interest and imagination</li> </ul>	Yellow						Purple					Purple			
<ul style="list-style-type: none"> <li>recognising some forms of poetry [for example, free verse, narrative poetry]</li> </ul>															
<b>Understand what they read, in books they can read independently, by:</b>															
<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>											Orange	Purple			
<ul style="list-style-type: none"> <li>asking questions to improve their understanding of a text</li> </ul>															
<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	Yellow					Orange	Purple			Yellow		Purple			
<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	Yellow					Orange	Purple								
<ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	Yellow				Yellow		Purple					Purple			
<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>	Yellow														
Retrieve and record information from non-fiction					Yellow										
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	Yellow				Yellow	Orange				Yellow		Purple			

**Writing: Transcription – Coverage in Autumn Fiction plans: Year 3**

Objective	Stories by the Same Author – Unit 1	Stories by the Same Author – Unit 2	Stories by the Same Author – Unit 3	Stories by the Same Author – Unit 4	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Traditional Tales – Unit 1	Traditional Tales – Unit 2	Traditional Tales – Unit 3	Traditional Tales – Unit 4	Traditional Tales – Unit 5	Traditional Tales – Unit 6
<i>Spelling Pupils should be taught to:</i>															
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> </ul>															
<ul style="list-style-type: none"> <li>spell further homophones</li> </ul>															
<ul style="list-style-type: none"> <li>spell words that are often misspelt</li> </ul>															
<ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>															
<ul style="list-style-type: none"> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>															
<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>															
<i>Handwriting Pupils should be taught to:</i>															
<ul style="list-style-type: none"> <li>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</li> </ul>															
<ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>															

### Writing: Composition – Coverage in Autumn Fiction plans: Year 3

Objective	Stories by the Same Author – Unit 1	Stories by the Same Author – Unit 2	Stories by the Same Author – Unit 3	Stories by the Same Author – Unit 4	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Traditional Tales – Unit 1	Traditional Tales – Unit 2	Traditional Tales – Unit 3	Traditional Tales – Unit 4	Traditional Tales – Unit 5	Traditional Tales – Unit 6
<b>Pupils should be taught to plan their writing by:</b>															
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>															
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>															
<b>Pupils should be taught to draft and write by:</b>															
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>															
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>															
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>															
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>															
<b>Pupils should be taught to evaluate and edit by:</b>															
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>															
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>															
Proof-read for spelling and punctuation errors															
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear															

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Fiction plans: Year 3**

Objective	Stories by the Same Author – Unit 1	Stories by the Same Author – Unit 2	Stories by the Same Author – Unit 3	Stories by the Same Author – Unit 4	Myths & Legends – Unit 1	Myths & Legends – Unit 2	Myths & Legends – Unit 3	Myths & Legends – Unit 4	Myths & Legends – Unit 5	Traditional Tales – Unit 1	Traditional Tales – Unit 2	Traditional Tales – Unit 3	Traditional Tales – Unit 4	Traditional Tales – Unit 5	Traditional Tales – Unit 6
<b>Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:</b>															
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>															
<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>															
<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>															
<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>															
<ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>															
<b>Pupils should be taught to indicate grammatical and other features by:</b>															
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>															
<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul>															
<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>															

### Coverage Chart – Year 3 Autumn Term Non-Fiction

#### Spoken Language – Coverage in Autumn Non-Fiction plans: Year 3

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5
Listen and respond appropriately to adults and their peers														
Ask relevant questions to extend their understanding and knowledge														
Use relevant strategies to build their vocabulary														
Articulate and justify answers, arguments and opinions														
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings														
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments														
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas														
Speak audibly and fluently with an increasing command of Standard English														
Participate in discussions, presentations, performances, role play, improvisations and debates														
Gain, maintain and monitor the interest of the listener(s)														
Consider and evaluate different viewpoints, attending to and building on the contributions of others														
Select and use appropriate registers for effective communication														

**Word Reading – Coverage in Autumn Non-Fiction plans: Year 3**

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet														
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word														



**Reading: Comprehension – Coverage in Autumn Non-Fiction plans: Year 3**

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5
<b>Develop positive attitudes to reading and understanding of what they read by:</b>														
<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>						Orange	Purple	Blue	Red	Yellow		Purple		
<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	Yellow				Yellow					Yellow		Purple		
<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>														
<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>														
<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in a wide range of books</li> </ul>	Yellow		Purple											
<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>														
<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader’s interest and imagination</li> </ul>			Purple											
<ul style="list-style-type: none"> <li>recognising some forms of poetry [for example, free verse, narrative poetry]</li> </ul>														
<b>Understand what they read, in books they can read independently, by:</b>														
<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	Yellow				Yellow	Orange	Purple	Blue	Red					
<ul style="list-style-type: none"> <li>asking questions to improve their understanding of a text</li> </ul>					Yellow	Orange	Purple	Blue		Yellow		Purple		
<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>														
<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>														
<ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	Yellow			Blue			Purple							
<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>			Purple		Yellow				Red					
Retrieve and record information from non-fiction				Blue		Orange	Purple	Blue		Yellow		Purple		Red
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														

Writing: Transcription – Coverage in Autumn Non-Fiction plans: Year 3

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5
<i>Spelling Pupils should be taught to:</i>														
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> </ul>														
<ul style="list-style-type: none"> <li>spell further homophones</li> </ul>														
<ul style="list-style-type: none"> <li>spell words that are often misspelt</li> </ul>														
<ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>														
<ul style="list-style-type: none"> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>														
<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>														
<i>Handwriting Pupils should be taught to:</i>														
<ul style="list-style-type: none"> <li>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</li> </ul>														
<ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>														

**Writing: Composition – Coverage in Autumn Non-Fiction plans: Year 3**

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5
<p><b>Pupils should be taught to plan their writing by:</b></p>														
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>														
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>														
<p><b>Pupils should be taught to draft and write by:</b></p>														
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>														
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>														
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>														
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>														
<p><b>Pupils should be taught to evaluate and edit by:</b></p>														
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing and suggesting improvements</li> </ul>														
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>														
<p>Proof-read for spelling and punctuation errors</p>														
<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>														

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Non-Fiction plans: Year 3**

Objective	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4	Instructions & Explanations – Unit 5	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5
<b>Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:</b>														
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>														
<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>														
<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>														
<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>														
<ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>														
<ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>														
<b>Pupils should be taught to indicate grammatical and other features by:</b>														
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>														
<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>														
<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul>														
<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>														

Coverage Chart – Year 3 Autumn Term Poetry

Spoken Language – Coverage in Autumn Poetry plans: Year 3

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Humorous Poems - Unit 1	Humorous Poems – Unit 2	Humorous Poems – Unit 3	Humorous Poems – Unit 4	Humorous Poems – Unit 5	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5
Listen and respond appropriately to adults and their peers														
Ask relevant questions to extend their understanding and knowledge														
Use relevant strategies to build their vocabulary														
Articulate and justify answers, arguments and opinions														
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings														
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments														
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas														
Speak audibly and fluently with an increasing command of Standard English														
Participate in discussions, presentations, performances, role play, improvisations and debates														
Gain, maintain and monitor the interest of the listener(s)														
Consider and evaluate different viewpoints, attending to and building on the contributions of others														
Select and use appropriate registers for effective communication														

**Word Reading – Coverage in Autumn Poetry plans: Year 3**

<b>Objective</b>	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Humorous Poems - Unit 1	Humorous Poems – Unit 2	Humorous Poems – Unit 3	Humorous Poems – Unit 4	Humorous Poems – Unit 5	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet														
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word														

**Reading: Comprehension – Coverage in Autumn Poetry plans: Year 3**

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Humorous Poems – Unit 1	Humorous Poems – Unit 2	Humorous Poems – Unit 3	Humorous Poems – Unit 4	Humorous Poems – Unit 5	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5
Develop positive attitudes to reading and understanding of what they read by:														
<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>														
<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>														
<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>														
<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>														
<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in a wide range of books</li> </ul>														
<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>														
<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader’s interest and imagination</li> </ul>														
<ul style="list-style-type: none"> <li>recognising some forms of poetry [for example, free verse, narrative poetry]</li> </ul>														
Understand what they read, in books they can read independently, by:														
<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>														
<ul style="list-style-type: none"> <li>asking questions to improve their understanding of a text</li> </ul>														
<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>														
<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>														
<ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>														
<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>														
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														

**Writing: Transcription – Coverage in Autumn Poetry plans: Year 3**

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Humorous Poems – Unit 1	Humorous Poems – Unit 2	Humorous Poems – Unit 3	Humorous Poems – Unit 4	Humorous Poems – Unit 5	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5
<i>Spelling</i> Pupils should be taught to:														
• use further prefixes and suffixes and understand how to add them														
• spell further homophones														
• spell words that are often misspelt														
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]														
• use the first two or three letters of a word to check its spelling in a dictionary														
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far														
<i>Handwriting</i> Pupils should be taught to:														
• 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]														



**Writing: Composition – Coverage in Autumn Poetry plans: Year 3**

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Humorous Poems - Unit 1	Humorous Poems – Unit 2	Humorous Poems – Unit 3	Humorous Poems – Unit 4	Humorous Poems – Unit 5	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5
Pupils should be taught to plan their writing by:														
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	Yellow			Blue	Yellow				Red	Yellow	Orange	Purple		Red
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>			Purple						Red	Yellow	Orange	Purple	Blue	Red
Pupils should be taught to draft and write by:														
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>		Orange	Purple	Blue					Red	Yellow	Orange	Purple	Blue	Red
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>		Orange												
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>			Purple	Blue					Red					
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>														
Pupils should be taught to evaluate and edit by:														
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing and suggesting improvements</li> </ul>				Blue					Red					Red
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>				Blue					Red					
Proof-read for spelling and punctuation errors														
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear				Blue					Red					Red

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Autumn Poetry plans: Year 3**

Objective	Poetic Language – Unit 1	Poetic Language – Unit 2	Poetic Language – Unit 3	Poetic Language – Unit 4	Humorous Poems - Unit 1	Humorous Poems – Unit 2	Humorous Poems – Unit 3	Humorous Poems – Unit 4	Humorous Poems – Unit 5	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:														
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>														
<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>														
<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>														
<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>														
<ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>														
<ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>														
Pupils should be taught to indicate grammatical and other features by:														
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>														
<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>														
<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul>														
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading														



## Coverage Chart - Year 3 Spring Term



### Fiction

#### Spoken Language – Coverage in Spring Fiction plans: Year 3

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5	
Listen and respond appropriately to adults and their peers																
Ask relevant questions to extend their understanding and knowledge																
Use relevant strategies to build their vocabulary																
Articulate and justify answers, arguments and opinions																
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings																
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments																
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas																
Speak audibly and fluently with an increasing command of Standard English																
Participate in discussions, presentations, performances, role play, improvisations and debates																
Gain, maintain and monitor the interest of the listener(s)																
Consider and evaluate different viewpoints, attending to and building on the contributions of others																
Select and use appropriate registers for effective communication																

**Word Reading – Coverage in Spring Fiction plans: Year 3**

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

**Reading: Comprehension – Coverage in Spring Fiction plans: Year 3**

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
<b>Develop positive attitudes to reading and understanding of what they read by:</b>															
<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>															
<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>															
<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>															
<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>															
<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in a wide range of books</li> </ul>															
<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>															
<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader’s interest and imagination</li> </ul>															
<ul style="list-style-type: none"> <li>recognising some forms of poetry [for example, free verse, narrative poetry]</li> </ul>															
<b>Understand what they read, in books they can read independently, by:</b>															
<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>															
<ul style="list-style-type: none"> <li>asking questions to improve their understanding of a text</li> </ul>															
<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>															
<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>															
<ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>															
<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>															
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															

**Writing: Transcription – Coverage in Spring Fiction plans: Year 3**

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
<i>Spelling Pupils should be taught to:</i>															
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> </ul>															
<ul style="list-style-type: none"> <li>spell further homophones</li> </ul>															
<ul style="list-style-type: none"> <li>spell words that are often misspelt</li> </ul>															
<ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>															
<ul style="list-style-type: none"> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>															
<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>															
<i>Handwriting Pupils should be taught to:</i>															
<ul style="list-style-type: none"> <li>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</li> </ul>															
<ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>															

**Writing: Composition – Coverage in Spring Fiction plans: Year 3**

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
<b>Pupils should be taught to plan their writing by:</b>															
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	Yellow	Orange	White	White	Red	White	Orange	White	White	Red	Yellow	White	White	White	Red
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>	White	White	White	White	Red	White	Orange	White	Blue	Red	Yellow	Orange	Purple	White	Red
<b>Pupils should be taught to draft and write by:</b>															
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	White	Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>	Yellow	White	White	White	Red	White	White	White	White	Red	White	White	White	White	Red
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>	White	White	White	White	Red	White	White	White	White	Red	White	White	White	White	Red
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	White	White	White	White	White	White	White	White	White	White	White	White	White	White	White
<b>Pupils should be taught to evaluate and edit by:</b>															
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	White	White	White	White	Red	Yellow	Orange	White	White	Red	Yellow	White	Purple	White	Red
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	White	White	White	White	Red	White	White	White	White	Red	White	White	White	White	White
<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> </ul>	White	White	White	White	Red	White	White	White	White	Red	White	White	White	White	White
<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	White	White	White	White	White	White	White	White	White	White	Yellow	White	Purple	White	Red

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Fiction plans: Year 3**

Objective	Classic Fiction – Unit 1	Classic Fiction – Unit 2	Classic Fiction – Unit 3	Classic Fiction – Unit 4	Classic Fiction – Unit 5	Arthurian Legends – Unit 1	Arthurian Legends – Unit 2	Arthurian Legends – Unit 3	Arthurian Legends – Unit 4	Arthurian Legends – Unit 5	Greek Myths – Unit 1	Greek Myths – Unit 2	Greek Myths – Unit 3	Greek Myths – Unit 4	Greek Myths – Unit 5
<b>Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:</b>															
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>															
<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>															
<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>															
<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>															
<ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>															
<b>Pupils should be taught to indicate grammatical and other features by:</b>															
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>															
<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul>															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															



### Coverage Chart – Year 3 Spring Term Non-Fiction

#### Spoken Language – Coverage in Spring Non-Fiction plans: Year 3

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
Listen and respond appropriately to adults and their peers														
Ask relevant questions to extend their understanding and knowledge														
Use relevant strategies to build their vocabulary														
Articulate and justify answers, arguments and opinions														
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings														
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments														
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas														
Speak audibly and fluently with an increasing command of Standard English														
Participate in discussions, presentations, performances, role play, improvisations and debates														
Gain, maintain and monitor the interest of the listener(s)														
Consider and evaluate different viewpoints, attending to and building on the contributions of others														
Select and use appropriate registers for effective communication														

**Word Reading – Coverage in Spring Non-Fiction plans: Year 3**

<b>Objective</b>	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet														
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word														

**Reading: Comprehension – Coverage in Spring Non-Fiction plans: Year 3**

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
<b>Develop positive attitudes to reading and understanding of what they read by:</b>														
<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>														
<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>														
<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>														
<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>														
<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in a wide range of books</li> </ul>														
<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>														
<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader’s interest and imagination</li> </ul>														
<ul style="list-style-type: none"> <li>recognising some forms of poetry [for example, free verse, narrative poetry]</li> </ul>														
<b>Understand what they read, in books they can read independently, by:</b>														
<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>														
<ul style="list-style-type: none"> <li>asking questions to improve their understanding of a text</li> </ul>														
<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>														
<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>														
<ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>														
<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>														
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														

**Writing: Transcription – Coverage in Spring Non-Fiction plans: Year 3**

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
<i>Spelling Pupils should be taught to:</i>														
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> </ul>														
<ul style="list-style-type: none"> <li>spell further homophones</li> </ul>														
<ul style="list-style-type: none"> <li>spell words that are often misspelt</li> </ul>														
<ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>														
<ul style="list-style-type: none"> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>														
<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>														
<i>Handwriting Pupils should be taught to:</i>														
<ul style="list-style-type: none"> <li>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</li> </ul>														
<ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>														

**Writing: Composition – Coverage in Spring Non-Fiction plans: Year 3**

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit	Instructions & Explanations – Unit	Instructions & Explanations – Unit	Instructions & Explanations – Unit
<b>Pupils should be taught to plan their writing by:</b>														
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>														
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>														
<b>Pupils should be taught to draft and write by:</b>														
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>														
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>														
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>														
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>														
<b>Pupils should be taught to evaluate and edit by:</b>														
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing and suggesting improvements</li> </ul>														
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>														
<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> </ul>														
<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>														

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Non-Fiction plans: Year 3**

Objective	Reports – Unit 1	Reports – Unit 2	Reports – Unit 3	Reports – Unit 4	Reports – Unit 5	Recounts – Unit 1	Recounts – Unit 2	Recounts – Unit 3	Recounts – Unit 4	Recounts – Unit 5	Instructions & Explanations – Unit 1	Instructions & Explanations – Unit 2	Instructions & Explanations – Unit 3	Instructions & Explanations – Unit 4
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:														
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>														
<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>														
<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>														
<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>														
<ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>														
<ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>														
Pupils should be taught to indicate grammatical and other features by:														
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>														
<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>														
<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul>														
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading														

**Coverage Chart – Year 3 Spring Term Poetry**

**Spoken Language – Coverage in Spring Poetry plans: Year 3**

<b>Objective</b>	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Listen and respond appropriately to adults and their peers				Blue	Red	Green									
Ask relevant questions to extend their understanding and knowledge															
Use relevant strategies to build their vocabulary						Green						Yellow			
Articulate and justify answers, arguments and opinions															
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings				Blue	Red	Green									
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments						Green	Yellow	Orange	Purple		Red				
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas				Blue	Red	Green				Blue		Yellow			Blue
Speak audibly and fluently with an increasing command of Standard English	Yellow										Red				
Participate in discussions, presentations, performances, role play, improvisations and debates	Yellow			Blue	Red	Green	Yellow	Orange	Purple		Red				
Gain, maintain and monitor the interest of the listener(s)							Yellow				Red				
Consider and evaluate different viewpoints, attending to and building on the contributions of others									Purple						
Select and use appropriate registers for effective communication															

**Word Reading – Coverage in Spring Poetry plans: Year 3**

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															



Reading: Comprehension – Coverage in Spring Poetry plans: Year 3

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Develop positive attitudes to reading and understanding of what they read by:															
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks							Yellow		Purple			Yellow			Blue
• 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												Yellow			
• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally															
• identifying and discussing themes and conventions in a wide range of books	Yellow											Yellow			
• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Yellow			Blue	Red	Green	Yellow								
• discussing words and phrases that capture the reader’s interest and imagination	Yellow	Orange	Purple						Purple			Yellow			
• recognising some forms of poetry [for example, free verse, narrative poetry]												Yellow			
Understand what they read, in books they can read independently, by:															
• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context							Yellow								
• 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															Blue
• identifying main ideas drawn from more than one paragraph and summarising these															
• identifying how language, structure and presentation contribute to meaning	Yellow						Yellow		Purple						
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												Yellow			Blue

**Writing: Transcription – Coverage in Spring Poetry plans: Year 3**

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
<i>Spelling</i> Pupils should be taught to:															
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> </ul>	Yellow														
<ul style="list-style-type: none"> <li>spell further homophones</li> </ul>					Green										
<ul style="list-style-type: none"> <li>spell words that are often misspelt</li> </ul>															
<ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>															
<ul style="list-style-type: none"> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>								Purple		Red					
<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>															
<i>Handwriting</i> Pupils should be taught to:															
<ul style="list-style-type: none"> <li>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</li> </ul>															Blue
<ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>						Yellow		Purple		Red					Blue

**Writing: Composition – Coverage in Spring Poetry plans: Year 3**

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>															
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>															
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>															
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>															
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>															
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>															
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing and suggesting improvements</li> </ul>															
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>															
Proof-read for spelling and punctuation errors															
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear															

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Spring Poetry plans: Year 3**

Objective	Performance Poetry – Unit 1	Performance Poetry – Unit 2	Performance Poetry – Unit 3	Performance Poetry – Unit 4	Performance Poetry – Unit 5	Performance Poetry – Unit 6	Poems on a Theme – Unit 1	Poems on a Theme – Unit 2	Poems on a Theme – Unit 3	Poems on a Theme – Unit 4	Poems on a Theme – Unit 5	Classic Poems – Unit 1	Classic Poems – Unit 2	Classic Poems – Unit 3	Classic Poems – Unit 4
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>															
<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>															
<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>															
<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>															
<ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>															
Pupils should be taught to indicate grammatical and other features by:															
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>															
<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul>															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															



## Coverage Chart - Year 3 Summer Term



### Fiction

#### Spoken Language – Coverage in Summer Fiction plans: Year 3

Objective	Stories on a Theme: Sea Stories					Modern Fiction: The Hodgeheg					Stories on a Theme: Emotions				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers	Yellow	Orange	Purple	Blue	Red										
Ask relevant questions to extend their understanding and knowledge	Yellow		Purple		Red										
Use relevant strategies to build their vocabulary			Purple	Blue				Purple			Yellow		Purple		
Articulate and justify answers, arguments and opinions			Purple	Blue									Purple	Blue	
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Yellow	Orange			Red						Yellow				Red
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments										Red		Orange	Purple	Blue	Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Yellow	Orange			Red		Orange				Yellow	Orange	Purple		
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates	Yellow	Orange			Red	Yellow	Orange	Purple	Blue	Red	Yellow	Orange			
Gain, maintain and monitor the interest of the listener(s)															Red
Consider and evaluate different viewpoints, attending to and building on the contributions of others			Purple	Blue										Blue	
Select and use appropriate registers for effective communication															

**Word Reading – Coverage in Summer Fiction plans: Year 3**

Objective	Stories on a Theme: Sea Stories					Modern Fiction: The Hodgeheg					Stories on a Theme: Emotions				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

**Reading: Comprehension – Coverage in Summer Fiction plans: Year 3**

Objective	Stories on a Theme: Sea Stories					Modern Fiction: The Hodgeheg					Stories on a Theme: Emotions				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Develop positive attitudes to reading and understanding of what they read by:</b>															
• 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 and discussing 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 forms of poetry [for example, free verse, narrative poetry]															
<b>Understand what they read, in books they can read independently, by:</b>															
• checking that the text makes sense to them, discussing their understanding and exploring 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			■			■			■		■		■		

**Writing: Transcription – Coverage in Summer Fiction plans: Year 3**

Objective	Stories on a Theme: Sea Stories					Modern Fiction: The Hodgeheg					Stories on a Theme: Emotions				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>															
• use further prefixes and suffixes and understand how to add them															
• spell further homophones															
• spell words that are often misspelt															
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]															
• use the first two or three letters of a word to check its spelling in a dictionary															
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far															
<i>Handwriting Pupils should be taught to:</i>															
• 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]															



**Writing: Composition – Coverage in Summer Fiction plans: Year 3**

Objective	Stories on a Theme: Sea Stories					Modern Fiction: The Hodgeheg					Stories on a Theme: Emotions				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to plan their writing by:</b>															
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	Yellow	Orange	Purple	Blue	Red	Yellow		Purple	Blue	Red					
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>			Purple	Blue						Red		Orange			
<b>Pupils should be taught to draft and write by:</b>															
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>			Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red		Orange			Red
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>										Red	Yellow			Blue	
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>				Blue						Red					Red
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>															
<b>Pupils should be taught to evaluate and edit by:</b>															
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>					Red										Red
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	Yellow									Red					
Proof-read for spelling and punctuation errors	Yellow		Purple		Red				Blue	Red					Red
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear															Red

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Fiction plans: Year 3**

Objective	Stories on a Theme: Sea Stories					Modern Fiction: The Hodgeheg					Stories on a Theme: Emotions				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:</b>															
• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although															
• using the present perfect form of verbs in contrast to the past tense															
• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition															
• using conjunctions, adverbs and prepositions to express time and cause															
• using fronted adverbials															
• learning the grammar for years 3 and 4 in English Appendix 2															
<b>Pupils should be taught to indicate grammatical and other features by:</b>															
• using commas after fronted adverbials															
• indicating possession by using the possessive apostrophe with plural nouns															
• using and punctuating direct speech															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															

**Coverage Chart – Year 3 Summer Term Non-Fiction**

**Spoken Language – Coverage in Summer Non-Fiction plans: Year 3**

Objective	Reports: Video Games					Persuasive Writing: Advertising					Information Texts: Amazing Records				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers															
Ask relevant questions to extend their understanding and knowledge						Yellow		Purple			Yellow		Purple		
Use relevant strategies to build their vocabulary															
Articulate and justify answers, arguments and opinions	Yellow	Orange	Purple			Yellow		Purple					Purple		
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings															
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow	Orange	Purple	Blue	Red	Yellow			Blue		Yellow	Orange		Blue	Red
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas						Yellow	Orange	Purple	Blue				Purple	Blue	
Speak audibly and fluently with an increasing command of Standard English															
Participate in discussions, presentations, performances, role play, improvisations and debates	Yellow			Blue		Yellow					Yellow		Purple	Blue	
Gain, maintain and monitor the interest of the listener(s)															
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Yellow														
Select and use appropriate registers for effective communication															

**Word Reading – Coverage in Summer Non-Fiction plans: Year 3**

Objective	Reports: Video Games					Persuasive Writing: Advertising					Information Texts: Amazing Records				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

**Reading: Comprehension – Coverage in Summer Non-Fiction plans: Year 3**

Objective	Reports: Video Games					Persuasive Writing: Advertising					Information Texts: Amazing Records				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Develop positive attitudes to reading and understanding of what they read by:</b>															
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow		Purple												
• 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				Blue											
• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally															
• identifying and discussing themes and conventions in a wide range of books						Yellow									
• 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								Purple							
• recognising some forms of poetry [for example, free verse, narrative poetry]															
<b>Understand what they read, in books they can read independently, by:</b>															
• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context											Yellow		Purple		
• asking questions to improve their understanding of a text								Purple			Yellow		Purple		
• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence											Yellow				
• predicting what might happen from details stated and implied											Yellow				
• identifying main ideas drawn from more than one paragraph and summarising these											Yellow		Purple		
• identifying how language, structure and presentation contribute to meaning	Yellow		Purple			Yellow		Purple		Red			Purple		Red
Retrieve and record information from non-fiction						Yellow		Purple		Red	Yellow		Purple	Blue	
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			Purple								Yellow		Purple		Red

**Writing: Transcription – Coverage in Summer Non-Fiction plans: Year 3**

Objective	Reports: Video Games					Persuasive Writing: Advertising					Information Texts: Amazing Records				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling Pupils should be taught to:</i>															
• use further prefixes and suffixes and understand how to add them															
• spell further homophones															
• spell words that are often misspelt															
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]															
• use the first two or three letters of a word to check its spelling in a dictionary															
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far															
<i>Handwriting Pupils should be taught to:</i>															
• 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]															

**Writing: Composition – Coverage in Summer Non-Fiction plans: Year 3**

Objective	Reports: Video Games					Persuasive Writing: Advertising					Information Texts: Amazing Records				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Pupils should be taught to plan their writing by:</b>															
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	Yellow		Purple		Red	Yellow		Purple		Red			Purple		
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>	Yellow		Purple		Red	Yellow		Purple	Blue	Red	Yellow		Purple		
<b>Pupils should be taught to draft and write by:</b>															
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	Yellow	Orange	Purple		Red	Yellow	Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>	Yellow				Red										
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>															
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	Yellow				Red					Red	Yellow				
<b>Pupils should be taught to evaluate and edit by:</b>															
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>					Red					Red					Red
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>															Red
Proof-read for spelling and punctuation errors					Red					Red					Red
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					Red										

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Non-Fiction plans: Year 3**

Objective	Reports: Video Games					Persuasive Writing: Advertising					Information Texts: Amazing Records				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>															
<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>															
<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>															
<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>															
<ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>															
Pupils should be taught to indicate grammatical and other features by:															
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>															
<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul>															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															



**Coverage Chart – Year 3 Summer Term Poetry**

**Spoken Language – Coverage in Summer Poetry plans: Year 3**

Objective	Poems on a Theme: Animal Poems					Poetic Forms: Shape Poems									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listen and respond appropriately to adults and their peers	Yellow			Blue											
Ask relevant questions to extend their understanding and knowledge	Yellow		Purple		Red										
Use relevant strategies to build their vocabulary	Yellow				Red										
Articulate and justify answers, arguments and opinions	Yellow		Purple	Blue	Red										
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings					Red	Yellow				Red					
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Yellow		Purple		Red	Yellow	Orange	Purple	Blue	Red					
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas															
Speak audibly and fluently with an increasing command of Standard English	Yellow		Purple												
Participate in discussions, presentations, performances, role play, improvisations and debates				Blue		Yellow									
Gain, maintain and monitor the interest of the listener(s)	Yellow														
Consider and evaluate different viewpoints, attending to and building on the contributions of others															
Select and use appropriate registers for effective communication	Yellow		Purple												

**Word Reading – Coverage in Summer Poetry plans: Year 3**

Objective	Poems on a Theme: Animal Poems					Poetic Forms: Shape Poems									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet															
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word															

**Reading: Comprehension – Coverage in Summer Poetry plans: Year 3**

Objective	Poems on a Theme: Animal Poems					Poetic Forms: Shape Poems									
	1	2	3	4	5	1	2	3	4	5					
Develop positive attitudes to reading and understanding of what they read by:															
• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Yellow	Orange		Blue	Red	Yellow		Purple		Red					
• reading books that are structured in different ways and reading for a range of purposes	Yellow														
• 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 and discussing themes and conventions in a wide range of books			Purple		Red	Yellow		Purple		Red					
• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Yellow		Purple												
• discussing words and phrases that capture the reader’s interest and imagination	Yellow		Purple		Red					Red					
• recognising some forms of poetry [for example, free verse, narrative poetry]	Yellow		Purple		Red	Yellow		Purple							
Understand what they read, in books they can read independently, by:															
• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	Yellow		Purple		Red										
• asking questions to improve their understanding of a text	Yellow														
• 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	Yellow		Purple	Blue	Red										
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		Orange		Blue											

**Writing: Transcription – Coverage in Summer Poetry plans: Year 3**

Objective	Poems on a Theme: Animal Poems					Poetic Forms: Shape Poems									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<i>Spelling</i> Pupils should be taught to:															
• use further prefixes and suffixes and understand how to add them															
• spell further homophones															
• spell words that are often misspelt															
• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]															
• use the first two or three letters of a word to check its spelling in a dictionary															
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far															
<i>Handwriting</i> Pupils should be taught to:															
• 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]															

**Writing: Composition – Coverage in Summer Poetry plans: Year 3**

Objective	Poems on a Theme: Animal Poems					Poetic Forms: Shape Poems									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to plan their writing by:															
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	Yellow	Orange	Purple		Red	Yellow	Orange	Purple	Blue						
<ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul>	Yellow	Orange			Red		Orange		Blue	Red					
Pupils should be taught to draft and write by:															
<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	Yellow	Orange	Purple	Blue	Red	Yellow	Orange	Purple	Blue	Red					
<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul>															
<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>															
<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>															
Pupils should be taught to evaluate and edit by:															
<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>		Orange		Blue	Red			Purple		Red					
<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>		Orange			Red										
Proof-read for spelling and punctuation errors			Purple							Red					
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Yellow	Orange	Purple												

**Writing: Vocabulary, Grammar and Punctuation – Coverage in Summer Poetry plans: Year 3**

Objective	Poems on a Theme: Animal Poems					Poetic Forms: Shape Poems									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:															
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>															
<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>															
<ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>															
<ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul>															
<ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>															
Pupils should be taught to indicate grammatical and other features by:															
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>															
<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>															
<ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul>															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading															