

# English Progression Overview

## Year 3 – AUTUMN Term

Reading	Term 1	Term 2
<b>Reading Spine</b>  <b>(Whole Class Texts)</b>	<ul style="list-style-type: none"> <li>Stone Age Boy</li> <li>Class Story: Stig of The Dump</li> </ul>	<ul style="list-style-type: none"> <li>Hansel &amp; Gretel</li> <li>Class Story: Stig of The Dump cont.</li> </ul>
	<b>End Points</b>	<b>Question Stems</b>
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> <li>- Focus on consolidating Little Wandle Fluency</li> <li>- I can read an increasing number of exception words.</li> <li>- I can read aloud using a range of strategies appropriately, including decoding, to establish meaning.</li> <li>- I can apply my increasing knowledge of root words, prefixes and suffixes.</li> <li>- Begin to use knowledge of alphabet to locate information and meaning (dictionary/index).</li> <li>- I can briefly summarise the difference between a fiction and non-fiction text, giving examples.</li> </ul>	
<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> <li>- I can explore some straightforward underlying themes and ideas.</li> <li>- I can explain how and why main characters act in certain ways in a story.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Who had...? Who is...? Who did....?</li> <li>❖ What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>❖ What themes can you identify? What do these themes suggest?</li> <li>❖ How are the characters similar? How are the characters different?</li> <li>❖ What clues can you find to support this?</li> </ul>
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> <li>- I can predict what might happen in a story.</li> <li>- I can summarise and explain the main points in a text.</li> </ul>	<ul style="list-style-type: none"> <li>❖ From the cover what do you think this text is going to be about?</li> <li>❖ What is happening now? What happened before this? What will happen after?</li> </ul>
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> <li>- I can recognise some differences between different poems.</li> <li>- I can identify where language is used to create mood, build tension or 'paint a picture'.</li> <li>- I can explain the meaning of WOW words in context.</li> <li>- I can explore potential meaning of ambitious vocabulary read in context.</li> </ul>	<ul style="list-style-type: none"> <li>❖ What affect does ..... have on the audience?</li> <li>❖ How does the author engage the reader here?</li> <li>❖ What techniques does the author use to create mood or build tension in the text?</li> <li>❖ What does this word mean in this context? Could it mean something different in another context?</li> </ul>

Phonics and/or Spelling	Term 1							Term 2						
Spelling Shed (National Curriculum)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
and/or Little Wandle	To spell words where 'ou' makes an /ow/ sound	To spell words where 'ou' makes an /ow/ sound	To spell words where 'ou' makes an /u/ sound	To spell words where 'y' makes an /i/ sound.	To spell words ending in '-ture'.	To spell words ending in '-ture'.	Challenge words	Challenge words	Prefix re-	Prefix dis-	Prefix mis-	suffixes beginning with vowel letters	suffixes beginning with vowel letters	assessment

Writing	Term 1- Stone Age Boy							Term 2- Hansel & Gretel						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/ composition	Read and respond	Setting description		Story Writing				Read and respond	Character description			Diary Entry		
Genre specific coverage	What is a story? Who is an author?  Who are the characters? Where is the story set? How do you know? What examples from the text support this?  What do you think will happen next?	Adjectives, adverbs, nouns  Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).  The senses.  Edit and redraft  Revision of year 2 gaps in grammar.	Character comparison.  Story map.  Dialogue  Role play conversation between two characters.  Direct speech punctuation - inverted commas/ speech marks.	Subordinate and main clauses I am beginning to identify and understand the main clause in a sentence.  Conjunctions  Sentence openers  Paragraphs	Inverted commas  Apostrophes for possession  <u>Build up/ Plot:</u> Conversation between the character and details of the camp.  - I understand the term paragraph as a way of grouping	Identify the main clause of a sentence  <u>Ending:</u> going into the cave, dialogue, how does the story end?  Edit and redraft  I can punctuate	I can ask questions about a text  I can create a story map and include actions to help me remember the story  To use determiners a and an	Fronted adverbials  Expanded noun phrases  Similes and metaphors  I can classify adjectives.	Commas in a list  Adverbs-time, place and cause.  Plan and write a character description of the witch  I understand how to use the	Contractions  Edit and redraft  I am beginning to write in a variety of genre.  I am beginning to be able to evaluate what I have written	Subordinating conjunctions Main and subordinate clauses I am developing the use of the main clause in a sentence. I am beginning to identify the subordinate clause in a sentence.	Powerful verbs  Conjunctions/adverbs and prepositions  I understand the term preposition in relation to position.	Commas in a list  Types of sentences-command, statement, question etc.  Edit and redraft  I am beginning to talk about a genre of writing identifying is structure, vocabulary	

	<p>How are the characters similar/different?</p> <p>Nouns and pronouns</p> <p>Revision of year 2 gaps in grammar. I am beginning to propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</p>	<p>Fronted adverbials.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>I am beginning to assess the effectiveness of my own and others writing and suggest improvements.</p>	<p>Synonyms for said.</p> <p>I can develop the range of time and linking words used to start sentences.</p> <p>I am developing confidence in using inverted commas in direct speech.</p>	<p><b>Beginning:</b> setting description, introduce characters.</p>	<p>related material.</p> <p>I am beginning to create settings, characters and plot in narrative writing.</p>	<p>speech accurately in my writing.</p>		<p>I am beginning to proof read my work to check for spelling, grammar and punctuation errors.</p>	<p>determine r a, or, an according to whether the next word begins with a consonant or vowel.</p> <p>I can develop my use of adverbs.</p>	<p>with the teacher or another pupil.</p>	<p>First person, I, me, my</p> <p>Organisational devices-paragraphs</p> <p>- I understand what a noun or pronoun is and am beginning to use these in my writing.</p>	<p>Plan and write</p> <p>- I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause.</p>	<p>and grammar</p>
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## Year 3 SPRING Term

Reading	Term 3	Term 4
<b>Reading Spine</b>  <b>(Whole Class Texts)</b>	❖ The Iron Man by Ted Hughes ❖ The Proudest Blue Ibtihaj Muhammad & S. K. Ali	❖ The Lost Happy Endings
	<b>End Points</b>	<b>Question Stems</b>
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary	-I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. - I can apply my increasing knowledge of root words, prefixes and suffixes. - I can increasingly use knowledge of alphabet to locate information and meaning.	
<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	- I am able to quote directly from the text to support thoughts and discussions. - I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts. -I can recognise presentation devices e.g. numbering and headings in Instructions. - I can use some appropriate vocabulary to describe different poems.	❖ What evidence from the text can you find to support this idea/thought? ❖ How is this text different to a text we have previously discussed? ❖ What features of this text can you identify? What is the effect? ❖ What presentational devices can you identify?
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	- I can comment on author's choice of language to create mood and build tension. - I can explore potential meanings of WOW words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me feel.	❖ What language does the author use to set the mood/tone of the text? ❖ How does the author build tension here? What techniques do they include and why? ❖ How do these words make you feel? Why? Why has the author chosen to do this?
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	- I can summarise and explain the main points in a text. - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - When prompted, I can justify and elaborate on opinions and predictions.	❖ What happened at the beginning/middle/ end of the text? ❖ What presentational devices help to set out the text? ❖ Why does this character act/behave in this way? Can you find some evidence from the text to support your idea? ❖ Can you explain in more detail why you think that might happen?

Phonics and/or Spelling	Term 3							Term 4						
Spelling Shed (National Curriculum)  and/or  Little Wandle	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Words with the digraph 'ai' and the tetragraph 'aigh'	Words with the digraph 'ei' and tetragraph 'eigh'	Words where the digraph 'ey' makes an /ai/ sound	Words with the suffix '-ly'	Words that are homophones	Challenge words	assessment	Words ending in '-al'	Words ending in '-le'	Words ending in '-ly' where the base word ends in '-le'	Words ending in '-ly' when the base word ends in '-ic'	Words ending in '-ly'; exceptions	Challenge words	assessment

Writing	Term 3- The Iron Man						Term 4- The Lost Happy Endings					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Genre/ composition	Read and Respond	Instructions	Sanctuary Week- Information Leaflet	Newspaper Report			Descriptive poem	Letter				
Genre specific coverage	Identify adjectives  Role-play beginning of the story  Onomatopoeia  draw the iron man whilst listening to the description  I am beginning to be able to read aloud to a group or class using the appropriate intonation and control the tone and volume so that	Imperative verbs Bullet points Time conjunctions I understand that bossy verbs are known as imperative verbs.  Features of instructions- chn to follow instructions for different games  Generate ideas  Plan and write	Information leaflet features  Persuasive writing  Headings and subheadings  3 <sup>rd</sup> person Facts and opinions Hyperbole Superlatives Rhetorical questions I can use a variety of sentence openers to add interest.	Questions and question marks  Inverted commas  Features of a newspaper report  Headline  Alliteration  Present perfect form of verbs I can use nouns or pronouns appropriately to avoid repetition.	3 <sup>rd</sup> person  Facts and opinions  Conjunctions, adverbs and prepositions to express time and cause. I can use a variety of conjunctions, adverbs and prepositions to express time and cause. I can use preposition to show position of objects in	Write main part of the article  Photos and captions  Types of sentences- command, statement, question etc.  Rhetorical questions  Past tense  I am developing the ability to talk about a genre of writing	Nature walk to Connaught Park- gather ideas, use senses  Powerful verbs  Commas in a list  Personification  Similes and metaphors  Alliteration  Discuss why the text changes to italics.  I can use selected adjectives to create variety and add impact.	Features of a letter  Write letter to the witch to ask for the happy endings back,  Relate to other texts we have read and their endings.  First person writing.  Formal  Persuasion I can plan to use paragraphs to group related material.  I consistently use the correct determiner.  I can confidently use capital letters and full stops to demarcate a	Commas for a pause  Similes and metaphors  Reported speech  Edit and redraft- gold pens on black paper.  I am beginning to organise my writing in paragraphs around a theme  I am developing my ability to	Assessment   <		

	the meaning is clear.	<p>I can identify regular and irregular verbs.</p> <p>- I am confidently using commas in a list.</p> <p>I am developing my ability to write in a variety of genre.</p>	<p>I am beginiong to use the features of nonnarrative material.</p> <p>I can proof read my work to check for spelling, grammar and punctuation errors.</p>	<p>I am beginning to compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</p>	<p>relation to one another.</p> <p>Role-play eye witness account</p> <p>Write introduction</p> <p>Write up interview</p>	<p>identifying is structure, vocabulary and grammar</p>	<p>I am beginning to use a comma to mark a pause in a complex sentence.</p> <p>- I am developing my ability to assess the effectiveness of my own and others writing and suggest improvements.</p>	<p>sentence.</p>	<p>propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</p>	
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## Year 3 SUMMER Term

Reading	Term 5	Term 6
<b>Reading Spine</b>  <b>(Whole Class Texts)</b>	❖ Matilda by Roald Dahl	❖ The Queen's Nose by Dick King-Smith
	<b>End Points</b>	<b>Question Stems</b>
<b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary	-I can read an increasing number of exception words. - I can read aloud with intonation and expression, taking into account higher grade punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes -I can test out different pronunciations of longer words	
<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	- I can locate information by skimming (for a general impression and scanning (to locate specific information). - I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin). - I can identify differences between different fiction and non-fiction genres. -I can name different types of poems. -I can discuss the merits of different presentational devices in helping clarity of meaning. - I can summarise and explain the main points in a text, referring back to the text to support this.	❖ Skim the text and explain the general impression created by the author. ❖ Can you scan the text to find...? Skim the text to find key words that might give clues to the genre of the text. ❖ Highlight areas of the text where the author builds tension. ❖ Explain the main reasons why a character does...?
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	- I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can clarify the meaning of WOW words and/or phrases in context. - I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). -I can discuss why the author might have chosen these words/phrases.	❖ What features of this text can you identify? What effect do they have on the reader? ❖ How is this text different to a.....text? What features are the same and which are different? ❖ What effect does the word.....have in this sentence? What does the word mean? What other words/synonyms could the author have used? Why do you think they chose this word? ❖ What vocabulary does the author use to create atmosphere?
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	- I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. - I can justify and elaborate on opinions and predictions with reference to the text.	❖ How do you think the character is feeling? Why? How would you feel in these circumstances? ❖ Why did the character behave like this? Can you support your answer using evidence from the text? ❖ Make a prediction about.....using evidence from the text to explain why.

Phonics and/or Spelling	Term 5							Term 6						
Spelling Shed (National Curriculum)  and/or  Little Wandle	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Words ending with the suffix '-er'	Words where the digraph 'ch' makes a /k/ sound	Words ending in '-gue' and '-que'	Words where the digraph 'sc' makes a /s/ sound	Words that are homophones	Challenge words	Assessment	Words ending in '-sion'	Challenge words	Revision	Revision	Revision	Revision	assessment

Writing	Term 5- Matilda						Term 6- The Queen's Nose						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/composition	Read and Respond	Argument for or against		Play Script			Read and Respond	Write a Wish Story in the style of The Queen's Nose				Synopsis for the next book	Book Review
Genre specific coverage	Role-Play  Character comparisons between Miss Honey & Miss Trunchbull  Powerful adjectives Similes Apostrophes for possession	Questions Statements Present tense Conjunctions Third person Formal tone  Plan and write argument for or against who our teacher should be- Miss H or Miss T.  - I am confidently using paragraphs		Introduce a play and discuss features.  Chn to act out excerpt to understand why the features are important  Imperative verbs	Plan and write a play script from three different options  Commands Heading and sub-headings (scenes) Colons	Edit and redraft a play script  Act out play scripts as part of editing  I can talk about a genre of writing identifying its structure, vocabulary and grammar	Family tree for characters  Treasure hunt- SPaG mistakes  Adjectives  Expanded noun phrases	Descriptive on- expanded noun phrases and fronted adverbials  Plot- who are your characters	How do the wishes happen?  Dialogue?  Third Person  Box up plan.	Write story:  Character and setting description  Magical object and wishes	Final edit and redraft  I can create settings, characters and plot in narrative writing.	Summary of what you think the next book in the series will be about.  Characters, plot	Review all of our class text's from this year.



	<p>- I can assess the effectiveness of my own and others writing and suggest improvements</p> <p>I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns..</p>	<p>to structure my writing in a variety of genre.</p> <p>I can organise my writing in paragraphs around a theme.</p> <p>I can use the features of nonnarrative material.</p> <p>I can evaluate what I have written with the teacher or another pupil.</p>	<p>Paragraphs/lines</p> <p>First person and third person (narrator)</p> <p>I can develop my repertoire of sentence openers..</p>	<p>Dialogue but no inverted commas</p> <p>Brackets (stage directions)</p> <p>I can use commas to mark a pause in a complex sentence.</p> <p>I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</p>	<p>I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</p>	<p>I am developing the ability to create settings, characters and plot in narrative writing.</p> <p>I can write in a variety of genre.</p>	<p>rs and what are the wishes? How do they link? PLAN</p> <p>I am beginning to use a range of regular and irregular verbs.</p> <p>- I can use speech appropriately in my writing.</p>	<p>I can accurately use preposition to show position of objects in relation to one another</p> <p>I can consider the impact that different adjectives have in my writing.</p>	<p>Resolution and ending</p> <p>Time conjunctions</p> <p>Sentence openers</p> <p>Main/subordinate clauses</p> <p>I can use the main clause in a sentence.</p>		<p>Rhetorical questions</p> <p>Third person</p> <p>I can organise my writing in paragraphs around a theme</p>	
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