



Literacy: Key Stage 2

Year 3	<u>Spoken language</u>	<u>Reading</u>	<u>Reading Comprehension</u>
	• Listen attentively to a speaker – adult or peer. • Ask relevant questions. • Participate in discussions – whole class, small group or on a one-to-one basis. • Speak clearly. • Share thoughts, opinions and feelings. • Be respectful of the thoughts, opinions and feelings of others. • Use appropriate communication – body language and spoken language. • Take part in Hot seating activities. • Perform a poem.	All children will have the opportunity to: • Follow a reading scheme throughout the year – Big Cat Collins, Code X, Rapid readers. • Read aloud. • Use word reading, phonics and spelling knowledge to decode new and unfamiliar words. • Use word mats, working walls and vocabulary sheets in lessons to support learning. • Read for enjoyment. In Year 3, the following books, recommended by Pie Corbett and the Talk4Reading scheme will be used: ○ The Iron Man by Ted Hughes ○ Cat Tales: Ice Cat by Linda Newberry ○ The Sheep-Pig by Dick King-Smith ○ The Abominables by Eva Ibbotson ○ The Lion, the Witch and the Wardrobe by C.S.Lewis ○ The Battle of Bubble and Squeak by Phillipa Pearce ○ Hansel and Gretel by Anthony Browne • Read poetry for enjoyment. In Year 3, the children will have the opportunity to read, enjoy, evaluate and perform poems by the following authors: ○ Spike Milligan ○ Julia Donaldson ○ Michael Rosen • Picture Books: In Year 3, the children will have the opportunity to read and engage with some of the following high quality picture books: ○ On Sudden Hill ○ Brave Molly ○ One Plastic Bag ○ The Secret Sky Garden ○ The Tin Forest	All children will have the opportunity to: • Read a range of texts which are linked to the wider curriculum: • Stig of the Dump by Clive King • The Egyptian Cinderella by Shirley Climo • Secrets of a Sun King by Emma Carroll • Various tales from Greek Mythology • Use skills taught using the VIPERS scheme: the uses of vocabulary, retrieval, inference (giving an opinion based on evidence in a text), predicting, explaining and summarising, to support understanding of key texts. • Be able to discuss key themes from a text – events, characters and settings. • Identify similarities between texts. • Give an opinion based on a text, include reasons. • Talk and write about a text. • Ask questions, be inquisitive and share thoughts. • Improve, increase and widen a range of vocabulary.

	<u>Handwriting and Spelling</u>	<u>Composition</u>	<u>Punctuation and Grammar</u>
	Handwriting: - Using the Nelson scheme, children will be shown the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. - Increase the legibility, consistency and quality of their handwriting. - Take pride in presentation – always use a pencil and ruler to draw margins, underline the date and learning objective. - Aim to achieve a pen licence with neatly joined handwriting and well-presented work shown consistently, over a period of time. Spelling: - Using the Spelling Shed scheme and linking to the National Curriculum, children will learn the following spelling patterns along side the Year 3/ 4 statutory word list requirements. Spelling scheme includes 36 weeks' worth of patterns and rules. For example; - The /ow/ sound spelled 'ou.' - The /i/ sound spelled with a 'y.' - Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' - Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. - Words with the prefix 're-' - The prefix 'dis-' - The prefix 'mis-' - Adding suffixes. - The long vowel /a/ sound spelled 'ai' - The long /a/ vowel sound spelled 'ei.' - The long /a/ vowel sound spelled 'ey.' - Adding the suffix -ly. - Homophones – words which have the same pronunciation but different meanings and/or spellings. - Spellings to be taught, tested and monitored weekly. - Children to have a log on in order to access to Spelling Shed in school and at home. - Spellings to be practised in school and at home.	Over the year, and based on the Key topic texts, children will have the opportunity to write in the following genres; - Narrative: story - Diary entry - Description – setting, character - Recount - Explanation - Non-Chronological report - Instructions - Poetry - Newspaper - Biography - In order to write in a variety of genres, children will be taught the key features of text types, identify them in an example text and be given time and support to practice sentences types before writing a full piece. - Children will be encouraged to plan, draft, and edit their work. They would use green pen for editing. - Blue Book writing will be completed once every two weeks and children will be asked to write in detail. Following the marking, children will be asked to respond and complete a short task to help move learning forward, address a misconception or improve a section of their work. - Follow checklists to ensure key features are included in writing. Evaluate using these also. - Talk about their ideas with a partner and orally practice sentences. - Start to use paragraphs to separate themes in a piece of writing. - Use organisational features in non-fiction work. - Begin to understand the importance of proof reading. - Share work with the class and explain choices and reasons for uses of vocabulary, organisational features, themes, characters and settings. Fiction Writing: Specific fiction types of story writing will be undertaken each term, for a 3-week writing block. The inspiration will be derived from sources including Pie Corbett's fiction writing resources.	Over the course of the year, and using a range of resources including: Collins Vocabulary, Punctuation and Spelling, Schofield and Simms Grammar and CGP: Grammar, Sentences and Punctuation, the children will be taught the fundamental skills to use: Sentence Structure Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because). Text Structure Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentations. Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). Punctuation Introduction to punctuate direct speech. Terminology - Preposition - Conjunction - Word family - Prefix/suffix - Clause/subordinate clause - Direct speech - Consonant/vowel - Inverted commas (for 'speech marks')