

English Long Term Overview: Year 3													
Year: 3 2026-2027	Autumn 1 Unit 1	Autumn 1 Unit 2	Autumn 2	Autumn 2	Spring 1 Unit 1	Spring 1 Unit 2	Spring 2 Unit 1	Spring 2 Unit 2	Summer 1 Unit 1	Summer 1 Unit 2	Summer 2 Unit 1	Summer 2 Unit 2	
Text type	Description Text	Non-chronological Report: Information Text	Narrative: Finding Tale	Persuasion	Narrative: Warning Story	Recount	Narrative: Suspense Story	Poetry: Poet Study, Performance & Response	Narrative: Portal Story / Defeating the Monster	Non-fiction: Discussion Text	Narrative: Portal Story	Non-fiction: Instruction Text	
Purpose: Entertain Inform Persuade	To entertain through vivid character and setting description	To inform	To entertain	To persuade	To entertain by building tension	To recount a personal experience clearly and chronologically	To entertain by building tension, fear and suspense in the reader	To appreciate, respond to and create poetry; to perform for an audience	To entertain through vivid setting transitions, action and dialogue	To present different viewpoints on an issue	To entertain by transporting characters into an unfamiliar setting	To instruct the reader	
Audience	Pupils and teachers	Pupils and teachers	Pupils and teachers	Headteacher, school governors or local community members	Year 3 peers and readers of the class story anthology	Pupils and teachers	Classmates, teachers and school anthology readers	Pupils and teachers; Joseph Coelho for the final response letter	Primary school pupils and teachers	Eco-committee, school community and local environmental groups	Pupils and teachers	Pupils and teachers	
Model Text	The Stone Trolls	The Truth about Trolls	Adventure at Sandy Cove	All schools should have a therapy animal.	Keep off the Tracks	The Best Holiday Ever	Staying Out	Poems from Werewolf Club Rules by Joseph Coelho, including MORERAPS	The Cobbler of Krakow and the Smoke Dragon	Is Plastic Fantastic?	Stone Age Boy	Beware of the Dragon	
National Curriculum: Composition Objectives	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors	• discussing writing similar to that which they are planning to write in 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using appropriate intonation and controlling the tone and volume so that the meaning is clear	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • 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organisational devices [for example, headings and sub-headings] • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors		
National Curriculum – Vocabulary, Grammar & Punctuation Objectives	• (Y2) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y3) Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • (Y3) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because].	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing. • (Y2) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y3 - revisit) Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	• (Y2) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • (Y2) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	• (Y2) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • (Y2) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y3 - revisit) Introduction to paragraphs as a way to group related material. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	• (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y3 - revisit) Introduction to inverted commas to punctuate direct speech. • (Y3 - revisit) Introduction to paragraphs as a way to group related material. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing. • (Y2) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].	• (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2) Correct choice and consistent use of present tense and past tense throughout writing. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]. • (Y3 - revisit) Introduction to	• Oak poetry content / application (not a statutory Y3 VGP objective): explore and use metaphor, alliteration, simile, onomatopoeia, repetition and personification; explore how poetic devices affect meaning, sound and impact; consider poetic structure and subject when creating an original structured poem. • Oak letter-writing application (not a new statutory Y3 VGP objective): write in the first person; follow an appropriate letter structure and layout; write for a clear recipient and purpose.	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing. • (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y3 - revisit) Introduction to paragraphs as a way to group related material. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	• (Y2) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y3 - revisit) Introduction to paragraphs as a way to group related material. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	• (Y2) Correct choice and consistent use of present tense and past tense throughout writing. • (Y2) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	• (Y2) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • (Y2) Commas to separate items in a list. • (Y2) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y3 - revisit) Headings and sub-headings to aid presentation. • (Y3 - revisit/apply) Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next,	

	because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]. • (Y3 terminology for pupils) preposition ; consonant; consonant letter; vowel; vowel letter.	example, before, after, during, in, because of]. • (Y3) Introduction to paragraphs as a way to group related material. • (Y3) Headings and sub-headings to aid presentation. • (Y3/4 shared) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • (Y3 terminology for pupils) conjunction ; clause; subordinate clause.	to group related material. • (Y3) Introduction to inverted commas to punctuate direct speech . • (Y3 terminology for pupils) direct speech ; inverted commas (or "speech marks").	example, before, after, during, in, because of]. • (Y3/4 shared - revisit) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	example, before, after, during, in, because of]. • (Y3/4 shared - revisit) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	• (Y3 - revisit) Introduction to paragraphs as a way to group related material. • (Y3) Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].	inverted commas to punctuate direct speech. • (Y3 - revisit) Introduction to paragraphs as a way to group related material. • (Y3/4 shared - revisit) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.		example, before, after, during, in, because of]. • (Y3 - revisit) Introduction to paragraphs as a way to group related material. • (Y3/4 shared - revisit) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	wider range of conjunctions, including when, if, because, although. • (Y3) Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • (Y3 terminology for pupils) word family .	to group related material. • (Y3 - revisit) Introduction to inverted commas to punctuate direct speech. • (Y3 - revisit) Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • (Y3) Formation of nouns using a range of prefixes [for example super-, anti-, auto-]. • (Y3 terminology for pupils) prefix .	soon, therefore], or prepositions [for example, before, after, during, in, because of]. • (Y3 - revisit) Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].
Spoken language	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	• ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • 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	• listen and respond appropriately to adults and their peers • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates • speak audibly and fluently with an increasing command of Standard English	• articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • consider and evaluate different viewpoints, attending to and building on the contributions of others • participate in discussions, presentations, performances, role play, improvisations and debates • select and use appropriate registers for effective communication	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	• 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 • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • select and use appropriate registers for effective communication	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • speak audibly and fluently with an increasing command of Standard English	• listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • 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)	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussions, presentations, performances, role play, improvisations and debates • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s)	• articulate and justify answers, arguments and opinions • maintain 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including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • speak audibly and fluently with an increasing command of Standard English
Published Outcomes	An atmospheric character and setting description of a mythical troll. Children submit their finished troll descriptions to the Riverside Troll Research Archive , displayed as a small Troll Spotter Gallery in the classroom.	Children's reports become entries in The Riverside Guide to Trolls , kept in the class reading area as an official reference guide for future troll hunters.	An adventure narrative featuring character dialogue and a key discovery. Children swap their finished adventure stories with the parallel Year 3 class for a simple story share. Each reader can leave one short "Reader's Recommendation" comment or sticky note for the author.	A formal persuasive letter advocating for therapy animals in school. REAL AUDIENCE OUTCOME: Children place their formal persuasive letters into envelopes and post them to the Headteacher/SLT , arguing whether Riverside should have a therapy animal. A member of SLT can then respond briefly or visit the class to share their reaction.	A narrative cautioning against danger, featuring character dialogue. Selected warning stories are brought together as Don't Say We Didn't Warn You! – Year 3 Warning Tales, with a few chosen extracts read aloud during a short class or assembly sharing slot.	An independently written personal recount of a holiday or day out, sequencing events clearly and maintaining an appropriate tense. Children produce a polished final recount to take home and share with their families , titled A Day I'll Remember . The purpose is simply: <i>take it home, read it to someone, tell them why you chose that memory</i> .	A narrative story featuring atmospheric settings and tension building. Hold a simple Year 3 Suspense Story Session : dim the lights, children share selected opening/tension sections with each other, and the finished stories stay available in the reading area afterwards.	An original structured poem inspired by MORERAPS, an oral recital/performance, and a letter to Joseph Coelho responding to his poetry. REAL AUDIENCE / PERFORMANCE OUTCOME: Children perform selected poems in a short Year 3 Poetry Showcase . Their response letters to Joseph Coelho are then put into an envelope and posted as a class package or selected letters are sent on behalf of the year group.	A complete narrative featuring character dialogue and detailed setting. Finished stories are placed in a Dragon Tales Exchange and swapped with the parallel class for reading.	A simple discussion text presenting reasons for and against the use of plastic, with a short conclusion. REAL AUDIENCE OUTCOME: Selected discussion texts and conclusions are shared with the Eco-Committee / School Council , who can read the arguments and briefly feed back on which ideas they found most convincing.	A portal narrative detailing a journey back to prehistoric times. Children place their finished portal stories into a simple classroom Time Traveller's Archive / Time Capsule Box . Stories can then be drawn out and read during a Year 3 story-sharing session or passed to the parallel class.	A clear instructional guide explaining how to deal with or capture a dragon, organised so that the reader can follow the procedure successfully. Children create a final Dragon Emergency Procedure: What to Do If You Meet a Dragon! Their instructions are shared with a younger class , who can decide whether they would feel confident surviving a dragon encounter after reading them.
Spelling	National Curriculum – Spelling: ongoing entitlement (Years 3 and 4) Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • 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.											
	Objective: Prefixes & Soft Sounds		Objective: Prefixes & Multisyllabic Suffixes		Objective: Digraphs, Tetragraphs & Suffixes		Objective: Word Endings & Soft 'c' / Hard 'ch'		Objective: Word Origins & Homophones		Objective: Suffixes & Consolidation Revision	
	• Step 19: Ending in 'al' — <i>arrival</i> ,						• Step 25: Suffix '-er' — <i>teacher</i> ,		• Step 25: Suffix '-er' — <i>teacher</i> ,		• Step 31: Suffix '-ion' — <i>vision</i> ,	

	• Step 1: Digraph 'ou' making /ow/ sound — <i>mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud</i> • Step 2: Digraph 'ou' making /u/ sound — <i>touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish</i> • Step 3: 'y' making /i/ sound — <i>symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics</i> • Step 4: Suffix '-ure' — <i>capture, sculpture, fracture, mixture, picture, adventure, creature, nature, natural, unnatural</i> • Step 5: Words ending in '-ure' — <i>sure, unsure, treasure, measure, future, furniture, pressure, pleasure, closure, enclosure</i> • Step 6: Challenge Words — <i>actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular</i>	• Step 7: Prefix 're-' — <i>redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge</i> • Step 8: Prefix 'dis-' — <i>disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree</i> • Step 9: Prefix 'mis-' — <i>mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid</i> • Step 10: Adding '-ing', '-er', '-ed' to multisyllabic words — <i>developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened</i> • Step 11: Adding '-ing', '-en', '-ed' to multisyllabic words — <i>forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped</i> • Step 12: Challenge Words — <i>centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore</i>	• Step 13: Digraph 'ai' & tetragraph 'aigh' — <i>straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter</i> • Step 14: Digraph 'ei' & tetragraph 'eigh' — <i>freight, vein, weigh, eighteen, reign, veil, reins, eight, neighbour, sleigh</i> • Step 15: Digraph 'ey' making /ai/ sound — <i>obey, osprey, prey, disobey, they, convey, survey, surveyor, conveyor, grey</i> • Step 16: Suffix '-ly' — <i>calmly, exactly, deadly, bravely, baldly, gladly, deeply, clearly, hourly, quickly</i> • Step 17: Homophones — <i>great, main, grown, missed, meet, grate, mane, groan, mist, meat</i> • Step 18: Challenge Words — <i>build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight</i>	<i>burial, comical, magical, emotional, national, personal, optional, survival, tropical</i> • Step 20: Ending in 'le' — <i>battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable</i> • Step 21: Ending in '-ly' (base word ends in 'le') — <i>gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly</i> • Step 22: Ending in '-ly' (base word ends in '-ic') — <i>basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically</i> • Step 23: Ending in '-ly': Exceptions — <i>truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily</i> • Step 24: Challenge Words — <i>address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence</i>	<i>stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher</i> • Step 26: Digraph 'ch' making /k/ sound — <i>scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos</i> • Step 27: Ending in '-gue' & '-que' — <i>vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque</i> • Step 28: Digraph 'sc' making /s/ sound — <i>science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend</i> • Step 29: Homophones — <i>ball, bawl, break, brake, male, mail, fair, fare, berry, bury</i> • Step 30: Challenge Words — <i>accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter</i> •	<i>confusion, division, television, invasion, erosion, collision, decision, fusion, revision</i> • Step 32: Challenge Words — <i>special, strange, difficult, important, length, perhaps, position, pressure, question, purpose</i> • Step 33: Revision Words — <i>exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise</i> • Step 34: Revision Words — <i>freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically</i> • Step 35: Revision Words — <i>teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable</i> • Step 36: Revision Words — <i>disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion</i>
Handwriting	National Curriculum – Handwriting: ongoing entitlement (Years 3 and 4) 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]. <i>Ongoing expectation: joined handwriting should be the norm in independent writing, with increasing fluency across the year.</i>					
	Autumn Term (Term 1) • 1 Practising joining through a word in stages: no ascenders or descenders • 2 Practising joining through a word in stages: parallel ascenders • 3 Introducing joining from s to ascender: <i>sh, sl, st, sk</i> • 4 Introducing joining from s, no ascender: <i>sw, si, se, sm, sn, sp, su</i> • 5 Introducing joining from s to an anticlockwise letter: <i>sa, sc, sd, sg, so, sq</i> • 6 Introducing joining from r to an ascender: <i>rb, rh, rk, rl, rt</i> • 7 Introducing joining from r, no ascender: <i>ri, ru, rn, rp</i> • 8 Introducing joining from r to an anticlockwise letter: <i>ra, rd, rg, ro</i> • 9 Introducing joining from r to e: <i>are, ere, ure, ore, ire</i> • 10 Introducing break letters: <i>g, j, y, f, b, p, x, z</i>		Spring Term (Term 2) • 11 Introducing joining to f: <i>if, ef, af, of</i> • 12 Introducing joining from f to an ascender: <i>fl, ft</i> • 13 Introducing joining from f, no ascender: <i>fe, fi, fu, fr, fy</i> • 14 Introducing joining from f to an anticlockwise letter: <i>fo, fa</i> • 15 Introducing <i>ff</i> • 16 Introducing <i>rr</i> • 17 Introducing <i>ss</i> • 18 Introducing <i>qu</i> • 19 Revising parallel ascenders and descenders • 20 End-of-term check		Summer Term (Term 3) • 21 Revising joins: letter spacing • 22 Revising joins: spacing between words • 23 Revising joins: consistency of size • 24 Revising joins: fluency • 25 Revising joins: parallel ascenders • 26 Revising joins: parallel ascenders and descenders • 27 Revising horizontal join from r to an anticlockwise letter: <i>rs</i> • 28 Revising break letters • 29 Assessment • 30 Revising capital letters	
Class Reader	The Iron Man — Ted Hughes	Escape from Pompeii by Christina Balit	The Big Book of the Blue — Yuval Zommer Nim's Island — Wendy Orr	Nim's Island — Wendy Orr Tudor Tales: The Prince, the Cook and the Cunning King. Terry Deary	The Boy Who Grew Dragons	Stone Age Boy
Reading	National Curriculum – Reading: ongoing entitlement (Years 3 and 4) Word reading Pupils should be taught to: • 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 they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Reading comprehension Pupils should be taught to 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 • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry]. Pupils should be taught to understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text					

	• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • 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.					
	The Iron Man	Escape from Pompeii	The The Big Book of the Blue — Yuval Zommer	Spring 2 – Nim’s Island / Tudor Tales	The Boy Who Grew Dragons	Stone Age Boy
	– Ted Hughes	– Christina Balit			– Andy Shepherd	– Satoshi Kitamura
	Talk for Reading focus	Talk for Reading focus	Talk for Reading focus		Talk for Reading focus	Talk for Reading focus
	• Retrieve key information and identify key details from the text. • Locate particular words and information efficiently. • Use textual and visual clues to support understanding. • Begin to recognise how a text is organised and how this helps the reader locate information. • Discuss answers and return to the text to find evidence.	• Infer how characters are feeling and explain what may motivate their actions. • Use prior knowledge alongside clues from the text to work out implied or hidden meaning. • Distinguish between what the text tells us explicitly and what we can infer. • Select evidence from the text to justify an inference. • Predict what is most likely to happen next using details stated and implied. • Justify predictions with evidence from the text. • Retell key events orally with appropriate expression.	• Retrieve key facts and information from the text. • Use information from text, illustrations and diagrams together to build understanding. • Explore and clarify unfamiliar vocabulary relating to oceans and sea creatures. • Make simple inferences using information in the text, illustrations and prior knowledge. • Ask questions and locate information to answer them. • Compare habitats and creatures using evidence from the text. • Summarise key information and retell learning orally. • Discuss ideas about human impact and conservation.	• Make predictions from the cover, blurb and events in the text, then revisit predictions as the story develops. • Retrieve and sequence key events from across chapters. • Infer characters’ feelings and motives using clues from their actions and behaviour. • Explore unfamiliar vocabulary and discuss how particular word choices create meaning and effect. • Explore how illustrations contribute to our understanding of characters and events. • Summarise chapters and sections, selecting only the most important information. • Track how characters develop across the story. • Identify and discuss themes within the text. • Explain ideas using evidence from the text and respond to the views of others.	• Make predictions about the story using the front cover and visual clues. • Retrieve key information about the boy’s discovery of the Stone Age camp. • Explore and clarify history-specific vocabulary such as <i>flint</i>, <i>scrapers</i>, <i>spear-thrower</i> and <i>cavern</i>. • Use illustrations alongside the written text to understand events, emotions and the passage of time. • Infer how characters are feeling from their actions and behaviour, supporting ideas with evidence. • Explore the relationship between the boy and Om, including how they communicate without sharing the same language. • Identify and explain sequences and processes within the story. • Compare the boy’s internal feelings with what he shows outwardly. • Identify the climax and explain its importance to the plot. • Explore how the circular structure of the story contributes to its meaning. • Discuss the significance of the cave paintings and the wider themes of the story. • Give and justify personal responses to the text, making links with other stories where appropriate.	
	National Curriculum objectives	National Curriculum objectives	National Curriculum objectives	Talk for Reading focus	National Curriculum objectives	National Curriculum objectives
	• 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 • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • 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	• 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 • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • 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	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks using dictionaries to check the meaning of words that they have read • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • discussing words and phrases that capture the reader’s interest and imagination • 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	• Make predictions from details stated and implied and revisit them as understanding develops. • Clarify unfamiliar vocabulary using context. • Retrieve explicitly stated information. • Make connections between events, characters and prior knowledge. • Infer characters’ feelings, thoughts and motives and justify ideas with evidence. • Explore how dialogue reveals character and voice. • Sequence and orally retell key events. • Ask and answer questions to deepen understanding. • Identify and discuss themes within the text. • Summarise and respond to the text through	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • 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 • discussing words and phrases that capture the reader’s interest and imagination • identifying themes and conventions in a wide range of books • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • 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	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • discussing words and phrases that capture the reader’s interest and imagination • 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
			Spring 1 – Nim’s Island			
			– Wendy Orr			
			Talk for Reading focus			
			• Make and explain inferences about characters’ feelings, thoughts and motivations. • Use evidence from the text and illustrations to justify ideas. • Combine clues from the text, illustrations and prior knowledge to work out implied meaning. • Make and revisit predictions as the story develops. • Retrieve key information from the text. • Visualise and discuss the setting. • Explore relationships between characters and how these develop. • Discuss key themes and give a personal response to the text.			
			National Curriculum objectives			
		• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • identifying themes and conventions in a wide range of books • discussing words and phrases that capture the reader’s interest and imagination • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and				

			implied - identifying how language, structure, and presentation contribute to meaning - 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	discussion and short written responses. National Curriculum objectives - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - identifying themes and conventions in a wide range of books - discussing words and phrases that capture the reader's interest and imagination - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute		
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				to meaning participate in discussion about both books that are read to them and those they can read for themselves , taking turns and listening to what others say		
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