



2020/2021 Coverage to support Planning process

English Overview & Progression – Year 3

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



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



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



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	<p>Text: The Willow Pattern Story – Fiction (1 week) Link/s: Culture/Geography Reading Focus: To identify how the setting, social, cultural and historical contexts affects what happens in a story.</p> <p>Text: Classic Fairytales – Fiction (1 week) Link/s: RRS Reading Focus: Identify common themes and features of Fairy Tales.</p> <p>Text: Play Scripts – Fiction (1 week) Link/s: Drama Reading Focus: To know how play scripts differ from stories.</p> <p>Text: Feargal Fly – Fiction (1 week) Link/s: Digital Literacy Reading Focus: Understand, select and retrieve information, deduce, infer and interpret.</p> <p>Text: 101 Ways to Save the Earth – Non-Fiction (2 weeks) Link/s: Geography/Digital Literacy Reading Focus: To interpret diagrams and written directions.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none">• To describe a setting and plan a story using that setting.• To select appropriate and effective vocabulary. <p>Writing Focus:</p> <ul style="list-style-type: none">• To rewrite Snow White from the viewpoint of the Queen.• Understand and use verbs written in 1st and 3rd person. <p>Writing Focus:</p> <ul style="list-style-type: none">• To create the play script of a story.• Organise and present whole texts effectively. <p>Writing Focus:</p> <ul style="list-style-type: none">• To write a newspaper report.• To explore how different perspectives can alter a newspaper report through the use of tone and language. <p>Writing Focus:</p> <ul style="list-style-type: none">• To write a report and to write instructions.• Revise the use of punctuation to demarcate sentences.	
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	Reading Coverage Statements for the year	Writing Coverage Statements for the year
Overall Coverage	<p>Reading Coverage:</p> <p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none">• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• Develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none">- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks- reading books that are structured in different ways and reading for a range of purposes- using dictionaries to check the meaning of words that they have read- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally- identifying themes and conventions in a wide range of books- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action- discussing words and phrases that capture the reader’s interest and imagination- recognising some different forms of poetry [for example, free verse, narrative poetry]• Understand what they read, in books they can read independently, by:<ul style="list-style-type: none">- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context- asking questions to improve their understanding of a text- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence- predicting what might happen from details stated and implied- 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	<p>Writing Milestones:</p> <ul style="list-style-type: none">• Able to plan and write for different purposes and a range of audiences, using appropriate genre features.• Organise writing into meaningful paragraphs accurately effectively using presentational devices.• Use dialogue which begins to advance the action.• Describe character, setting and plot with depth.• Use Expanded noun phrases.• Use Prepositional Phrases.• Use adverbial Phrases.• Demarcate some sentences with capital letters, full stops, question marks and exclamation marks.• Write a range of sentence styles – simple, compound, complex, coordinating/subordinating conjunctions and a range of openers.• Accurate use of fronted adverbial phrases.• Using KS2 punctuation accurately.• Using determiners accurately.• Use the past or present tense and the perfect form accurately as well as 1st/3rd person correctly.• Spelling all words from the year 3/4 spelling list correctly.• Writing is legible and joined.



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