



2022/2023 Coverage to support Planning process

English Overview & Progression – Year 3

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
Year 3 <i>(Autumn)</i>	<p><u>Wings 2 Phase 3</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>Text: The Lighthouse Keeper’s Catastrophe Link/s: N/A Reading Focus: To identify the problem and solution in the story.</p> <p>Text: Amazing Grace – Fiction (1 week) Link/s: PSHE Reading Focus: To make predictions about what might happen next.</p> <p>Text: The Gruffalo – Non-Fiction (1 week) Link/s: N/A Reading Focus: To enjoy story poems, including making inferences.</p> <p>Text: Rapunzel - Fiction (1 week) Link/s: RRS Reading Focus: To identify common features of Traditional Tales.</p>	<p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> To write a letter to the author. To use capital letters appropriately. <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> To write a newspaper report about what happened. □ To use linking words and phrases. <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> To write another story about Grace. □ To use powerful verbs. <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> To write a description of a different monster. □ To use commas in lists of adjectives. <p><u>Writing Focus:</u></p> <ul style="list-style-type: none"> To write the opening to a Traditional Tale. □ To use punctuation for dialogue. 	<p><u>Grammar and Punctuation:</u></p> <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- 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. Word families based on common words showing how words are related in form and meaning. Example: solve, solution, solver, dissolve, insoluble. Expressing time, place and cause using Conjunctions - when, before, after, while, so, because. Expressing time, place and cause using: Adverbs - then, next, soon, therefore. Expressing time, place and cause using: Prepositions - before, after, during, in, because of. 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</p> <p>Reading Focus: To summarise the text. To compare with other Ahlberg texts.</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>Spelling:</p>
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	<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"> 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. 	<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- <p>Prefix examples: Disagree, misbehave, inactive, illegal, immature, irregular, superman, antiseptic, autograph.</p>
	Wings 3 Phase 1		



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Year 3 (Spring)

Text: Making the Past into Presents – Non-Fiction (1 week) **Link/s:** History **Reading Focus:** Explain and comment on writers use of language

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.

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.

Writing Focus:

- To write the instructions for a board game.
- Compose sentences using adjectives, nouns and verbs for precision, clarity and impact.

Writing Focus:

- To produce texts which are appropriate to task, reader and purpose.
- Construct paragraphs and use cohesion within and between paragraphs.

Writing Focus:

- To produce a booklet about insects (nonchronological report).
- To organise and present texts effectively using a range of devices.

- ☐ 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
- ☐



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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>Year 3</p>	<p>Wings 3 Phase 2</p>		



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<i>(Summer)</i>	<p>Text: Noisy Poems – Fiction (1 week) Link/s: N/A</p> <p>Reading Focus: Explain and comment on writers use of language.</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>Text: Amazing Creatures – Non-Fiction (2 weeks) Link/s: Science/Geography Reading Focus:</p> <p>To infer the cause and effect relationship in a non-fiction text.</p>	<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>Text: Robin Hood – Fiction (2 weeks) Link/s: History</p> <p>Reading Focus: Compare different versions of a story/identify main theme.</p>	<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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Overall Coverage	Reading Coverage Statements for the year	Writing Coverage Statements for the year
	Reading Coverage:	<u>Writing Milestones:</u>



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Pupils will be taught to:

- 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: - 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:
 - 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
- 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"><input type="checkbox"/> 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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