



Ferndale Primary and Nursery School

English: Year 3

Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class Reader</p>						
<p>Other Core Texts</p> <p>These will be dipped into as a whole class (either for whole class reading or as a writing stimulus.)</p>	<p>Ka and the Wolf</p>			<p>World Book Day (March)</p>		



Ferndale Primary and Nursery School

English: Year 3

	National Poetry Day (October)					
Reading Objectives	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>recognising some different forms of poetry (for example, free verse, narrative poetry).</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>retrieve and record information from non-fiction</p> <p>Oral retelling of traditional stories such as myths, legends and fairy tales.</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>retrieve and record information from non-fiction</p> <p>using dictionaries to check the meaning of words that they have read</p>



Ferndale Primary and Nursery School

English: Year 3

<p>Reading Objectives taught through a range of texts across the year</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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. <p>Comprehension</p> <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 • identifying themes and conventions in a wide range of books • discussing words and phrases that capture the reader’s interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <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 • 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 • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry (for example, free verse, narrative poetry) • identifying main ideas drawn from more than 1 paragraph and summarising these • retrieve and record information from non-fiction • Oral retelling of traditional stories such as myths, legends and fairy tales. • using dictionaries to check the meaning of words that they have read • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 					
<p><u>Writing opportunities and Composition Focus</u></p>	<p>Ka and the Wolf – story (innovation), letter, invitation and a diary entry.</p>	<p>Stone Age Boy - portal stories Diary recount of our school trip.</p>	<p>Rhythm of the rain – to describe a setting The Scarab’s secret (Egyptian punishments?) –</p>	<p>Iron man- setting description and Iron man description</p>	<p>Alice in wonderland- descriptive writing piece The secret of black rock- descriptive writing</p>	<p>Is plastic fantastic- non-fiction piece persuasive writing Plastic pollution poem</p>



Ferndale Primary and Nursery School

English: Year 3

	I was born in the stone age – performance poem.	How to wash a woolly mammoth- instructions Newspaper – based on a Stone Age event.	persuasive recreate a court room).	Hortense and the shadow- descriptive writing Cinderella/Cinderella of the Nile– character description vs jealous sisters. (comparison to original storey)	Playscript	
<u>Sentence objectives including punctuation</u>	Story innovation – paragraphs, fronted adverbials, question marks and exclamation marks. Missing person poster – headings and descriptions. Diary entry – time adverbials, structure of a diary and conjunctions.	Newspaper – inverted commas, formal language, present, perfect tense. Diaries (trip recount) – 1 st person, chronological order, past tense, adverbs of place and time. Instructions – subheadings, bullet points, adverbials of time/manner, commas in a list and imperative verbs.	Describe a setting – noun phrases, similes Persuasive writing (letter) – Fronted adverbials Adverb openers	Character description - expanded noun phrases, Non- fiction features Adverbs Prepositions Conjunctions Tenses Speech	Adjectives Fronted adverbials Speech Noun phrases Onomatopoeia Adverbs	Openers Persuasive openers Adverbs Similes Expanded noun phrases



Ferndale Primary and Nursery School

English: Year 3

	Performance poem – performing poetry by heart.					
<u>Language Enrichment</u> Key vocabulary Which vocab will you feed into lessons in context to aid children’s writing?	Long, slender, creeping, drifting, mysterious, echoey, gloomy, soft, magical	Mysterious, unusual, boom, pop, fizz, splash, carefully, gently, softly, cautiously, whizz, bang, similar	In the distance, beautifully, drifting, floating, calm, similar, comparison	Mysterious, friendship, angry, sharing, respect, gratitude, dark, gloomy, enchanted, past, present, future	Magical, strange, mystical, friendship, unusual, tropical, fearful, troublesome, unknown, formal, informal, chatty, digital	Worried, annoyed, upset, fearful, disregard, dirty, unsafe, understanding. Contrast, on the other hand, furthermore, therefore
Speaking and Listening Opportunities and	Whole class discussions on the books	Perform a poem in small groups and present to the class	Group discussions on different styles of letters	Perform conversations for Hortense and the shadow	Act out scenes from playscripts	Plastic pollution debate



Ferndale Primary and Nursery School

English: Year 3

First-Hand Experiences																						
Previous Knowledge				New Knowledge																		
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Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

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Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>