

Greenholm Primary School Literacy Overview: Year 3

Our Vision: We want to inspire each generation of writers to enjoy expressing their original ideas masterfully through the English language.
 'All pupils should write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes & audiences' *DfE 2016*

	Autumn		Spring		Summer	
ACHIEVERS AND THEMES	ACHIEVERS Aspirations Emotional Wellbeing Social Skills	THEMES 1: The Land Before Time (Rocks) 2: British History: Stone Age → Iron Age	ACHIEVERS Value and Respect Resilience Communication	THEMES 1: Whatever the Weather 2: Light	ACHIEVERS Investigation Resourcefulness Evaluation	THEMES 1: Animals/Plants 2: Travellers (Romans)
Suggested Texts:	<ul style="list-style-type: none"> • Hot Like Fire & Other Poems by Valerie Bloom (Poetry) • Stone Age Boy by Satoshi Kitamura (Information text) • All the Wild Wonders: Poems of Our Earth by Wendy Cooling (Poetry) • Stig of the Dump by Clive King • Egg Hunt by Paul Yan (Short film) • The Stone Mouse by Jenny Nimmo • There is a Tribe of Kids by Lane Smith (PB) • The Big Ugly Monster and the Little Stone Rabbit by Christopher Wormell (PB) • Prehistoric Actual Size by Steve Jenkins (Report) • The Secrets of Stone Henge by Mick Manning (Report) • Bone Age, Stone Age by Mick Manning (Report) • The Stone Age Hunters, Gatherers and Woolly Mammoths 		<ul style="list-style-type: none"> • Traditional stories by popular authors: <ul style="list-style-type: none"> - Hansel & Gretel by Henrietta Bradford - Aesop's Fables by Malorie Blackman - The Snow Queen by Berlie Doherty - Rapunzel by Jacqueline Wilson - Rumpelstiltskin by Kit Wright - Mossycoat by Philip Pullman • The Village of Round and Square Houses by Ann Grifalconi (PB) • Pea Boy & Other Stories from Iran by Elizabeth Laird (PB) • The Adventures of Robin Hood by Marcia Williams • One Day on Our Blue Planet... Books by Ella Bailey (Information Stories) 		<ul style="list-style-type: none"> • The Hidden Forest by Jeannie Baker • Avoid Being a Roman Soldier by David E. Stewart • Avoid Being a Slave in Pompeii by David E. Stewart • Footpath Flowers by Jon Arno Lawson (PB) • Orchard Book of Roman Myths by Geraldine McCaughrean • Across the Roman Wall by Theresa Breslin • An Imaginary Menagerie by Roger McGough (Poetry) • 109 Poems for Children by Carol Ann Duffy (Poetry) • Big Blue Whale by Nicola Davies (Information story) • Actual Size by Steve Jenkins (Report) • The Roman Soldier's Handbook by Lesley Sims (Report) • Roman Fort by Mick Manning (Report) 	

Suggested ideas for writing:

Ensure narrative is completed termly.

Across the year, ensure each purpose is met:

- To entertain
- To inform
- To guide
- To influence
- Poetry (To express)

by Marcia Williams (Information story)

- The Pebble in my Pocket by Meredith Hooper & Chris Coady (Recount)

To entertain:

- Narrative story:
 - An experience in the Stone Age (as character or self):
 - Escaping from a dinosaur
 - Surviving the night in a cave
 - Inventing a tool for the first time
 - Lost in the Stone Age (time travel)
 - Meeting Stig and seeing his dump
 - A new adventure for Stig and Barney
 - A new adventure with the Stone Mouse
 - Meeting the Big Ugly Monster
 - Creating Stone Henge (Invent own reasons why)
 - Story as the pebble (Imitation: The Pebble in my Pocket)
- Writing in role:
 - Monologue/anecdote:
 - How does Stone Age Boy feel?

To entertain:

- Innovation on a traditional tale (Narrative):
 - A new character follows the breadcrumbs in Hansel and Gretel after the original story
 - Modern version of a traditional tale using familiar frames of reference
 - Meeting one of the characters
 - Putting themselves in role in a traditional tale
 - Turning a comic strip into narrative/ adding more detail to captions (The Adventures of Robin Hood)
 - Retelling of an Iranian tale (imitation)
 - Own encounter with a wild animal in Iran/ trek through a wild forest/mountain in Iran
- Writing in role:
 - Pen Pal letters (To a friend in Iran/ other location)
 - Postcard from Iran
 - Postcard from Rapunzel
 - Letter from Gerda/Prince Charming assuring rescue (The Snow Queen/Rapunzel)
 - Monologue:

To entertain:

- Innovation on a myth/legend (Narrative)
- Adding captions/ narrative to picture book (Footpath Flowers)
- Writing in role:
 - Diary entries:
 - Walking around Ancient Rome (Visiting a key site)
 - Finding a flower (Footpath Flowers)
 - Complaining about the difficulty of being a hero or enjoying it (myth/legend)
 - Simple comparisons between myths/stories
 - Letters:
 - Asking for help from a hero (To influence)
 - Describing the experience beneath the sea (The Hidden Forest)
- School reports of characters/ author
- Postcard from beneath the sea (The Hidden Forest)
- Review reading experiences

To inform:

- How does Stig/ Barney/ The Big Ugly Monster feel?
- Self-frustration at being unable to find the egg/ The Egg's frustration/ joy at not being found (Egg Hunt)
- Comparing the Stone Age with modern day (The Pebble in My Pocket)
- Postcard:
 - From the Stone Age
 - From Stone Henge imagining what it was for
 - From inside a volcano/ cave
- Letter asking for a rescue from danger (As self or character (To influence))

To inform:

- Non-chronological report on ancient creature/ location
- Writing in response to a text:
 - News report on an event:
 - Invention of early tools
 - Finding the egg (Egg Hunt)
 - Summarising the story
 - Non-chronological report from the Stone Age Boy's perspective
 - Leaflet about the Stone Age/ Volcanoes
 - Explanation of what the cave pictures represent (captions)

- Rapunzel emphasising loneliness
- Prince Charming and how he can never find love
- What it's like to race across Lapland as Gerda (The Snow Queen)
- From the perspective of the Mirror (The Snow Queen)
- Letter to Prince Charming from Rapunzel (To influence)
- Warning sign on Rapunzel's Tower about a horrific creature inside to warn others (To influence, to scare)
- Thought Bubbles/ speech bubbles

To inform:

- Writing in role:
 - Police report or school report on Hansel & Gretel/ the Witch/Rapunzel/ Prince Charming
 - Newspaper report/police report about Rapunzel's escape/ rescue
- Innovation on a recount of an experience (Eg. My top 5 things of the day because.../ This could be writing in role)
- Comparison between round and square houses/ why men live in

- Non-chronological report on an animal/topic related to Romans
- Explaining the title (eg why is a book about the sea called A Hidden Forest)
- Leaflets
- Writing in role:
 - Letter to a Roman General/Emperor about an event
 - Newspaper report about a discovery of Roman artefacts

Poetry (including comparison by the same poet):

- Write own/recite/perform (To entertain)
- Write in role from within the poem
- Review reading experience

	<p>To guide:</p> <ul style="list-style-type: none"> • Instructions on how to make a stone age tool or a modern tool using stone age items. • How to find the egg (Egg Hunt) • How to outrun lava/ escape a volcano • How to survive in the Stone Age (Top 5 tips) <p>Poetry (to entertain/express):</p> <ul style="list-style-type: none"> • Reciting and performing • Writing own poem based on a theme/ to express a feeling 	<p>square houses and women in round ones (Explanation)</p> <ul style="list-style-type: none"> • Non-chronological reports based on One Day on our Blue Planet.../Iran <p>To influence:</p> <ul style="list-style-type: none"> • Persuasive letter: <ul style="list-style-type: none"> - Come to Iran - Give us money because...(Robin Hood) - Why Rapunzel needs rescuing (first or third person) - A plea for help from the poor miller (Rumpelstiltskin) • Wanted poster for Robin Hood • Apply to be part of Robin Hood's band of Merry Men • Speech from the Snow Queen • Why you shouldn't lie (Explanation: Rumpelstiltskin) 	
<p>Reading: Word reading:</p>	<ul style="list-style-type: none"> • Revisit Phase 6 - read words up to Phase 6. • Read words with common prefixes. • Recognise all alternatives graphemes for phonemes up to Phase 6. • Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the 	<ul style="list-style-type: none"> • Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books. • Use knowledge of root words, prefixes and suffixes from appendix 1 to read aloud and to understand the meaning of new words. 	<ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes from appendix 1 to read aloud and to understand the meaning of new words. • Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. (See year 3 and 4 word list in appendix 2)

	<p>word. (See year 3 and 4 word list in appendix 2)</p> <ul style="list-style-type: none"> • Uses appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. • Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. 		
Comprehension:	<p>AF2</p> <ul style="list-style-type: none"> • Be able to make notes on what they have read. • Listen to and discuss a range of texts understanding the main points with reference to the text. • Ask questions to prove their understanding of a text. • Summarise the main points of a passage of a text. • Use dictionaries to check the meanings of words they have read. • Locate information using skimming, scanning and text marking. 	<p>AF2</p> <ul style="list-style-type: none"> • Retell a wide range of familiar texts orally. • Participate in discussion about texts, taking turns and listening to what others say. • Summarise the main points of a passage of a text. 	<p>AF2</p> <ul style="list-style-type: none"> • Extract information from a text, making notes, using quotation and reference. • Be able to make notes on what they have read. • Prepare poems and playscripts to perform and read aloud, showing understanding through intonation, tone, volume and action.

AF3

- **Make inferences about character's feelings, thoughts, motives and actions and justify using evidence from the text.**
- **Justify predictions and opinions referring to the text.**

AF4

- **Identify structures and grammatical features of non-fiction and fiction texts.**

AF5

- **Explain the meaning of words in context.**
- **Talk about how the effect of the grammatical structure of a sentence on the reader.**

AF6

- **Identify the author's main purpose of a text.**
- **Emphasise with different characters points of view.**

AF3

- **Justify predictions and opinions referring to the text.**

AF4

- **Compare, contrast and evaluate different fiction and non-fiction texts.**

AF5

- **Find and comment on examples of how authors express different moods, feelings and attitudes.**

AF6

- **Identify the author's main purpose of a text.**
- **Emphasise with different characters points of view.**

AF3

- **Make inferences about character's feelings, thoughts, motives and actions and justify using evidence from the text.**

AF4

- **Compare, contrast and evaluate different fiction and non-fiction texts.**

AF5

- **Comment on the author's use of language and the effect of the language.**
- **Talk about how the effect of the grammatical structure of a sentence on the reader.**

AF6

- **Distinguish between fact and opinion in non-fiction texts.**

	<p>AF7</p> <ul style="list-style-type: none"> • Identify and explain significant characters, ideas and themes in a range of books. • Recognise different forms of poetry. • 	<p>AF7</p> <ul style="list-style-type: none"> • Identify differences and similarities between different fiction genres. • Identify and explain significant characters, ideas and themes in a range of books. • 	<ul style="list-style-type: none"> • Explain the effect of the writer's viewpoint on the reader. <p>AF7</p> <ul style="list-style-type: none"> • Recognise different forms of poetry. •
<p>Composition and effect:</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>Editing and improving work:</p>	<ul style="list-style-type: none"> • Organising paragraphs around a theme. • In narrative, creating settings, characters and plot. • 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. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<ul style="list-style-type: none"> • Organising paragraphs around a theme. • In narrative, 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. 	<ul style="list-style-type: none"> • Organising paragraphs around a theme. • In narrative, creating settings, characters and plot. • 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. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
<p>Grammar and punctuation:</p>	<p>Use and understand the grammatical terminology in <u>English Appendix 2 Pg 66-67</u>:</p> <ul style="list-style-type: none"> • using the present perfect form of verbs instead of the simple past tense [He has gone out to play instead of He went out to play] • formation of nouns using a range of prefixes [super-, anti-, auto-] 	<p>Use and understand the grammatical terminology in <u>English Appendix 2 Pg 66-67</u>:</p> <ul style="list-style-type: none"> • word families based on common words showing how words are related in form and meaning [solve, solution, solver, dissolve, insoluble] • Extending the range of sentences with more than 	<p>Use and understand the grammatical terminology in <u>English Appendix 2 Pg 66-67</u>:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using and punctuating direct speech.

	<ul style="list-style-type: none"> • correct use of a or an • Develop their understanding of the concepts set out in <u>English Appendix 2</u> when discussing their writing: Preposition, conjunction, Word family, prefix, Clause, subordinate clause, Direct speech, Consonant, consonant letter, vowel, vowel letter, Inverted commas, adverb. • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<p>one clause by using a wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Express time, place and cause using conjunctions [<i>when, before, after, while, so, because</i>], adverbs [<i>then, next, soon, therefore,</i>], or prepositions [<i>before, after, during, in, because of</i>]. 	
Spelling	<p>Spelling - see <u>English Appendix 1 Pg 49-55</u></p> <ul style="list-style-type: none"> • Spell further homophones. • Spell words that are often misspelt. • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 	<p>Spelling - see <u>English Appendix 1 Pg 49-55</u></p> <ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <p><i>The /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth, gym (homework)</i></p>	<p>Spelling - see <u>English Appendix 1 Pg 49-55</u></p> <ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Write from memory simple sentences, dictated by the teacher, that include words

	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them <p>Use further prefixes and suffixes and understand how to add them</p> <p>what is a root word?</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable e.g. forgotten</p> <p>The suffix –ation e.g. information</p> <p>The suffix –ly e.g. sadly</p> <p>The suffix –ous e.g. poisonous</p> <p>Prefixes – dis, mis, in, un e.g. disappoint</p> <p>Prefixes – il, im, ir, re sub, inter, super anti auto</p> <ul style="list-style-type: none"> • 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. 	<p><i>The sound spelt ou e.g. young, touch</i></p> <p><i>Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus (HW)</i></p> <p><i>Words with the sound spelt ch (mostly French in origin) e.g. chef, chalet (HW)</i></p> <p>Words with endings sounding like (-sure, -ture) e.g. measure, nature</p> <p>Endings which sound like division</p> <p>Endings which sound like –tion, –sion, –ssion, –cian e.g. invention</p> <ul style="list-style-type: none"> • 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. 	<p>and punctuation taught so far.</p> <p><i>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league (HW)</i></p> <p><i>Words with the /s/ sound spelt sc (Latin in origin) e.g. science (HW)</i></p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. weigh</p> <p>Recap on prefixes and suffixes</p>
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Speaking and listening/ Drama:	<ul style="list-style-type: none"> • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Refer to National Curriculum Programme of Study for a full list of objectives

Make sure you are clear what the KPIS or Assessment Framework is for your year group and plan opportunities to gather evidence of where the children have achieved these standards.