**Learn Together – SHARE Success**

**Brentry Primary**

**Literacy Yearly Overview – 2021-2022**

**Class:** **Parks**   **Teacher: Zoe Garland Year: 3**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Text Type** | HISTORY LINK: THE STONE AGE  Writing to entertain:   * Setting descriptions   Writing to inform:   * Instructions   National Poetry Week:  Rhyming Poems  Basic skills revision – sentence structure, SPaG from KS1.  Class texts:  How to wash a Woolley Mammoth and Stone Age Boy.  Reading for pleasure:  Allan Ahlberg  Please Mrs Butler (Poetry link)  Class Book:  David Walliams Term  Gangsta Granny | HISTORY LINK: THE ROMANS  Writing to entertain   * Adventure Stories   Writing to inform   * Diary entries * Newspaper Reports   Class texts:  Escape from Pompeii  Meet the Ancient Romans  Reading for pleasure:  Horrible Histories  Class Book:  Christmasaurus  Tom Fletcher Term | GEOGRAPHY LINK: RAINFORESTS  Writing to inform   * Non-chronological reports * Research link with topic – Rainforests   Writing to entertain   * Mystery stories   Revision of skills  Class texts:  The Shaman’s Apprentice  The Great Kapok Tree  Reading for pleasure:  Bear Grylls – Survival  Class Book:  TBC – Children Vote (BV)  Roald Dahl Term | Writing to entertain   * Play scripts * Stories in familiar Settings   Writing to inform   * Persuasive Writing   Stories for assessment writing  Revision of skills  Class texts:  Class Book:  TBC – Children Vote (BV)  Cressida Cowell Term | Writing to inform   * Letters * Diary entries * Recounts   Writing to entertain:   * Comic Strips – T4W link   Revision of skills  Class text:  Leon and the Place Between  Class Book:  TBC – Children Vote (BV)  Jacquline Wilson | Writing to entertain   * Myths and Legends * Adventure stories (for assessment writing) * Retelling Fairy Tale (for writing assessment)   Revision of skills  Class text:  Kid Normal  Class Book:  TBC – Children Vote (BV)  J.K Rowling Term |
| **Reading Comprehension (linked to VIPERS)** | - Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words he/she meets.  - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  Use contents and subheadings to locate relevant information.  - Identify a main topic to research, independently and through shared reading. | Predict what may happen based on  both what has been stated (obvious)  and implied (less obvious). | Identify and discuss the meaning of  words in context.  Identify words and phrases that capture the reader’s interest and contribute to  the meaning of the text. | Identify the language conventions of  non‐fiction in relation to the text type.  - Identify the overarching theme of a text.  - Identify the structural conventions of  non‐fiction in relation to the text type.  - Identify how the structure and  presentation of texts contributes to the meaning.  Use contents and subheadings to locate relevant information.  - Identify a main topic to research, independently and through shared reading. | Draw inferences about characters’  thoughts and actions.  - Justify inferences with a single piece of evidence from the text to support one specific point. | - Summarise the main idea/s within a paragraph or section.  - Make notes from one source to capture key information about a topic through recording or highlighting sentences / key words. |

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| **Grammar and Punctuation\*** | - Revision of previous year group objectives.  - Use inverted commas to punctuate direct speech.  - Extend sentences with:  Co-ordination: using ‘and’, ‘or’ and ‘but’.  Subordination: using a wider range of subordinating conjunctions.  - Use and recognise nouns, adjectives and adjectival phrases.  Spoken Language:  - Give structured descriptions.  - Participate actively in conversation.  - Consider and evaluate different viewpoints. | - Revision of previous year group objectives.  - Use powerful verbs for effect.  - Express time, place and cause using prepositions (before, after, during, in, because of).  Express time, place and cause using adverbs (then, next, soon, therefore).  Spoken Language:  - Give structured descriptions.  - Participate actively in conversation.  - Consider and evaluate different viewpoints. | - Revision of previous year group objectives.  - Extend sentences with:  Co-ordination: using ‘and’, ‘or’ and ‘but’.  Subordination: using a wider range of subordinating conjunctions.  Spoken Language:  - Give structured descriptions.  - Participate actively in conversation.  - Consider and evaluate different viewpoints. | - Revision of previous year group objectives.  - Express time, place and cause using prepositions (before, after, during, in, because of).  Spoken Language:  - Give structured descriptions.  - Participate actively in conversation.  - Consider and evaluate different viewpoints. | - Revision of previous year group objectives.  Express time, place and cause using adverbs (then, next, soon, therefore).  Spoken Language:  - Give structured descriptions.  - Participate actively in conversation.  - Consider and evaluate different viewpoints. | - Revision of previous year group objectives.  - Recognise simple sentences and begin to recognise compound and complex sentences.  Spoken Language:  - Give structured descriptions.  - Participate actively in conversation.  - Consider and evaluate different viewpoints. |
| **Composition** | Throughout each unit, children should become efficient in **Planning**, **Drafting**, **Writing**, **Evaluating** and **Editing** their work. | | | | | |
| Plan their writing by:  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.  Organising paragraphs around a theme.  In narratives, creating settings, characters and plot.  In non-narrative material, using simple organisational devices (for examples headings and sub-headings).  -  - Proof-read for spelling and punctuation errors.  - 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. | Discussing and recording ideas.  Draft and write by:  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2).  Organising paragraphs around a theme.  In narratives, creating settings, characters and plot.  In non-narrative material, using simple organisational devices (for examples headings and sub-headings).  - Proof-read for spelling and punctuation errors.  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. | Discussing and recording ideas.  Organising paragraphs around a theme.  - Proof-read for spelling and punctuation errors.  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. | Plan their writing by:  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.  Organising paragraphs around a theme.  In narratives, creating settings, characters and plot.  In non-narrative material, using simple organisational devices (for examples headings and sub-headings).  - Proof-read for spelling and punctuation errors. | Discussing and recording ideas.  Organising paragraphs around a theme.  - Proof-read for spelling and punctuation errors.  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. | Plan their writing by:  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.  Organising paragraphs around a theme.  In narratives, creating settings, characters and plot.  In non-narrative material, using simple organisational devices (for examples headings and sub-headings).  Evaluate and edit by:  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. |

\*Continuous Objective