**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 AGEWriting to entertain:* Setting descriptions

Writing to inform:* Instructions

National Poetry Week:Rhyming PoemsBasic 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 TermGangsta Granny | HISTORY LINK: THE ROMANSWriting to entertain* Adventure Stories

Writing to inform* Diary entries
* Newspaper Reports

Class texts: Escape from PompeiiMeet the Ancient RomansReading for pleasure:Horrible HistoriesClass Book:ChristmasaurusTom Fletcher Term | GEOGRAPHY LINK: RAINFORESTSWriting to inform* Non-chronological reports
* Research link with topic – Rainforests

Writing to entertain* Mystery stories

Revision of skillsClass texts: The Shaman’s ApprenticeThe Great Kapok TreeReading for pleasure:Bear Grylls – SurvivalClass 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 writingRevision of skillsClass 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 skillsClass text: Leon and the Place BetweenClass 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 skillsClass text: Kid NormalClass 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