

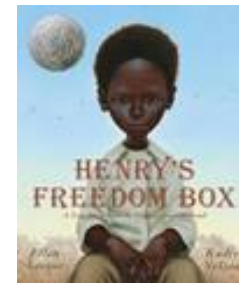




**English medium term planning  
2024-2025 AT1  
Year 3**

	Reading 8 weeks	Writing 8 Weeks
<p><b>Autumn 1 core texts</b></p> <p><b>The Story of Tutankhamun by Patricia Cleveland-Peck</b></p> <p><b>Henry's Freedom Box by Ellen Levine</b></p>	<div data-bbox="504 245 1178 561">  </div> <p>As well as these texts, please use a range of other texts to support reading comprehension and other curriculum areas.</p> <p><b><u>Reading comprehension (statutory requirements):</u></b>  <b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li><input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes</li> <li><input type="checkbox"/> using dictionaries to check the meaning of words that they have read</li> </ul>	<div data-bbox="1464 226 1895 472">  </div> <p><b><u>Outcome: Biography of Tutankhamun (4 weeks)</u></b></p> <p><b>The Story of Tutankhamun by Patricia Cleveland-Peck- Literacy Tree</b></p> <p><i>Uncover the true story of an Egyptian king, and the 20th century explorer who found him.</i></p> <div data-bbox="1532 753 1769 1037">  </div> <p><b><u>Outcome: series of diary entries (4 weeks)</u></b></p> <p><b>Henry's Freedom Box by Ellen Levine</b></p> <p><i>Henry grows up and marries, but he is again devastated when his family is sold at the slave market. Then one day, as he lifts a crate at the warehouse, he knows exactly what he must do: He will mail himself to the North. After an arduous journey in the crate, Henry finally has a birthday -- his first day of freedom.</i></p>

- 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

**End of year outcomes (taken from Islington's Writing Moderation document):**

The pupil can, after discussion with the teacher:

**Please also note the Spelling Statutory objectives for the year. Ensure that these are taught within your lesson sequence and that the Spelling objective for that week is linked to the Spelling homework.**

**Working Towards the expected standard**

**Transcription: Spelling**

- Spell most KS1 common exception words\*
- Add suffixes taught at KS1 to spell most words correctly in their writing\*\*
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

**Transcription: Handwriting**

- Use the diagonal and horizontal strokes needed to join some letters
- Use spacing between words that reflects the size of the letters

**Composition:**

- identifying main ideas drawn from more than one paragraph and summarizing these
- identifying how language, structure, and presentation contribute to meaning

**Retrieve and record information from non-fiction.**

**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.**

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Make simple additions, revisions and proof-reading corrections to their own writing

#### **Vocabulary, grammar and punctuation:**

- Use the punctuation taught at KS1 mostly correctly
- Use expanded noun phrases for description and specification
- Choose the correct tense (past or present) and remains consistent throughout writing

#### **Working at the expected standard**

##### **Transcription: Spelling**

- Spell some of the Y3/4 common exception words\*\*\*
- Spell words with a range of prefixes e.g. un, dis, mis, in, super, auto, anti

##### **Transcription: Handwriting**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

##### **Composition:**

		<ul style="list-style-type: none"> <li>• Begin to use paragraphs around a theme</li> <li>• Use headings and sub-headings to aid presentation</li> <li>• Write for a range of purposes and audiences (engaging the reader) including a short story</li> <li>• Create settings, characters and plot in narratives</li> <li>• Proofread for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express time and place to extend the range of sentences</li> <li>• Use the present perfect form of verbs instead of the simple past (He has gone out to play contrasted with He went out to play)</li> <li>• Begin to use inverted commas for direct speech</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> <p><b><u>Working at Greater depth within the expected standard</u></b></p> <ul style="list-style-type: none"> <li>• Spell many of the year 3/4 common exception words</li> <li>• Use commas after fronted adverbials</li> </ul>
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|  |  | <ul style="list-style-type: none"><li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li><li>• Read writing back and adapt word choice with audience in mind (independent use of a thesaurus)</li><li>• Demonstrate application of expected statements across the curriculum</li></ul> |
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\* KS1 Common Exception Words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

\*\* KS1 Suffixes: ing, ed, er, est, s/es, y, ment, ness, ly, ful, less

\*\*\* Year 3 and 4 Spelling Words: accident(ally); actual(ly); address; answer; appear; arrive; believe; bicycle; breath; breathe; build; busy/business; calendar; caught; centre; century; certain; circle; complete; consider; continue; decide; describe; different; difficult; disappear; early; earth; eight/eighth; enough; exercise; experience; experiment; extreme; famous; favourite; February; forward(s); fruit; grammar; group; guard; guide; heard; heart; height; history; imagine; increase; important; interest; island; knowledge; learn; length; library; material; medicine; mention; minute; natural; naughty; notice; occasion(ally); often; opposite; ordinary; particular; peculiar; perhaps; popular; position; possess(ion); possible; potatoes; pressure; probably; promise; purpose; quarter; question; recent; regular; reign; remember; sentence; separate; special; straight; strange; strength; suppose; surprise; therefore; though/although; thought; through; various; weight; woman/women;