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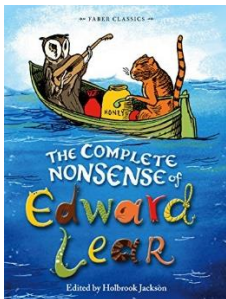


St Andrews Methodist Primary School

Reading Spine

Year 3



				<p>Discuss words and phrases that capture the reader's interest.</p> <p><u>Writing</u></p> <p>Use present perfect verb tense (I have seen). Draw on examples of writing (structure, vocabulary and grammar) when planning their own work. Proof-read work for spelling and punctuation errors. Write for a range of purposes.</p> <p><u>Reading</u></p> <p>Infer characters' feelings, thoughts and motives and justify using evidence. Discuss ways that emotive language can be deployed in a text.</p>
Autumn 2		 <p>A book of nonsense Edward Lear</p>	Limerick	<p><u>Writing</u></p> <p>Use a dictionary to spell words correctly. Use the forms a or an according to whether the next word begins with a consonant or vowel. Identify how language, structure, vocabulary, grammar and presentation contribute to meaning.</p> <p><u>Reading</u></p> <p>Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume and action). Recognise some different forms of poetry. Read books that are structured in different way.</p>



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		 <p>How to train your dragon Cressida Cowell</p>	Diary entry	<p><u>Writing</u> Vary sentence openers for effect eg adverbs preposition phrases, collective nouns and subordinate clauses Proof read work for spelling and punctuation errors</p> <p><u>Reading</u> Infer characters feelings thoughts and motives and justify using evidence</p>
Spring 1	 <p>The BFG, the playscript</p>		Explanation text	<p><u>Writing</u> Locate information using contents, index and glossaries. Use simple organizational devices e.g. headings, sub-headings. Be exposed to books that are structured in different ways. Discuss words and features of a text that capture the reader's interest. Express time, place and cause using adverbs (then, next, soon, therefore).</p> <p><u>Reading</u> Retrieve and record information from non-fiction. Take turns in high-quality discussions about what they have heard/read.</p>

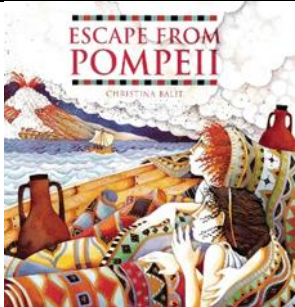



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		 <p>Escape from Pompeii Christina Balit</p>	Narrative	<p>Use dictionaries to check meanings of words.</p> <p><u>Writing</u> Write a non-narrative using simple organisational devices, e.g. headins and subheadings. Use the correct determiner a/an. Understand how to place an apostrophe in words with regular plurals.</p> <p><u>Reading</u> Ask questions to improve understanding of a text. Retrieve and record information from a non-fictional text. Read books structured in different ways.</p>
Spring 2		 <p>H is for Haiku, Sydell Rosenberg</p>	Performance poetry (Haiku)	<p><u>Writing</u> Identify how language, structure, vocabulary, grammar and presentation contribute to meaning. Suggest changes to grammar and vocabulary. Identify how to count syllables in a word. Compose and practice sentences orally using an increasingly wide range of vocabulary and sentence structure. Proof-read work for spelling and punctuation errors</p> <p><u>Reading</u> Recognise some different forms of poetry. Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume and action). Take turns in high-quality discussions about what they have heard/read. Read books that are structured in different way.</p>



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The BFG, the playscript

Write a playscript

Writing

Write from memory simple sentences dictated by the teacher.

Suggest changes to grammar and vocabulary.

Use semi colons to show who is speaking.

Use brackets to show what actions are being performed.

Retell stories orally.

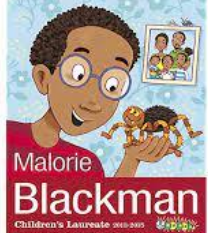
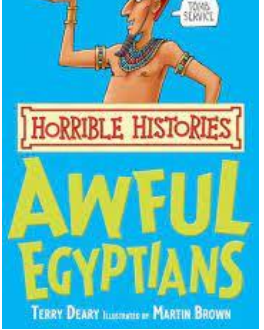
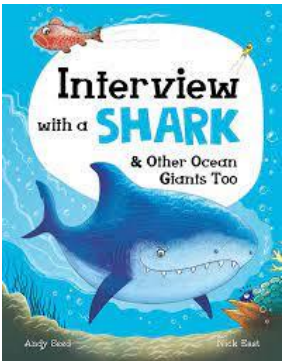
Reading

Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume and action).

Retell some stories orally.

Read books that are structured in different way.



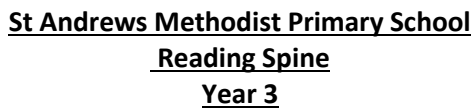
<p>Summer 1</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Fangs by Malorie Blackman</p> <p>Horrible Histories Awful Egyptians Atlas of adventures</p>	
 <p>Interview with a shark By Andy Seed</p>	<p>Information text</p> <p>Writing</p> <p>Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs preposition phrases, collective nouns, similies and alliteration</p> <p>Vary sentence openers for effect eg adverbs preposition phrases, collective nouns and subordinate clauses</p> <p>Reading</p> <p>Ask questions to improve understanding of a text.</p> <p>Retrieve and record information from a non-fictional text.</p> <p>Read books structured in different ways.</p> <p>Interview</p> <p>Writing</p> <p>Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs preposition phrases, collective nouns, similies and alliteration</p> <p>Draw on examples of writing structure, vocabulary and grammar when planning own work</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof read work for grammar and punctuation</p> <p>Reading</p> <p>Take turns in high-quality discussions about what they have heard/read.</p> <p>Read books structured in different ways.</p>



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Writing Objectives taught throughout

Write from memory simple sentences dictated by the teacher.

Proof-read work for spelling and punctuation errors.

Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books.



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Write for a range of purposes.

Use similar writing to identify and understand vocabulary and language (“magpie” words and phrases to use in their own writing).

Writing Objectives taught independently and applied to writing:

Use a wider range of prefixes and suffixes.

Spell words that are often misspelt.

Spell a wide range of homophones.

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

Increase the legibility, consistency and quality of their handwriting

Know which letters are best left unjoined.

Note the unusual correspondences between spelling and sound

Reading Objectives taught throughout:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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.
- preparing poems and play scripts to read aloud and to perform
- discussing words and phrases that capture the reader’s interest and imagination
- recognising some different forms of poetry
- 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
- Listen to and discuss a wide range of challenging stories, poems, plays, non fiction and reference books, myths, legends and fairy stories.

***All Reading Objectives are covered within Guided Reading lessons and within cross-curricular subjects throughout the curriculum**