



# Year 3 - Autumn Term

	Week 1 WC 7 <sup>th</sup> Sept	Week 2 WC 14 <sup>th</sup> Sept	Week 3 WC 21 <sup>st</sup> Sept	Week 4 WC 28 <sup>th</sup> Sept	Week 5 WC 5 <sup>th</sup> Oct	Week 6 WC 12 <sup>th</sup> Oct	Week 7 WC 19 <sup>th</sup> Oct
Autumn Term 1	Assessment			<p><u>Text - Fiction</u> George's Marvellous Medicine - Roald Dahl</p> <p><u>Reading Focus (2)</u> <u>Year 2 Recap</u> -Discuss and clarify the meaning of new words <u>Year 3</u> -Check that the text makes sense, discuss their understanding and explain the meaning of words in context</p> <p><u>Writing Focus (3)</u> <u>Year 2 Recap</u> -Write key words including new vocabulary -Use familiar punctuation (full stops, capital letters) <u>Year 3</u></p>	<p><u>Text</u> George's Marvellous Medicine - Roald Dahl</p> <p><u>Reading Focus (2)</u> <u>Year 2 Recap</u> -Link new words to known vocabulary <u>Year 3</u> -Check that the text makes sense, discuss their understanding and explain the meaning of words in context</p> <p><u>Writing Focus (3)</u> <u>Year 2 Recap</u> -Write key words including new vocabulary - Use familiar punctuation (commas in a list) <u>Year 3</u></p>	<p><u>Possible Texts</u> Fictions: Bubble and Squeak <u>Reading Focus (2)</u> <u>Year 2 Recap</u> -Discuss and clarify the meaning of new words <u>Year 3</u> -Check that the text makes sense, discuss their understanding and explain the meaning of words in context</p> <p><u>Writing Focus (3)</u> <u>Year 2 Recap</u> -Write key words including new vocabulary -Use apostrophes for the possessive <u>Year 3</u> -Indicate possession by using the possessive</p>	<p><u>Text</u> Fictions: Bubble and Squeak <u>Reading Focus (2)</u> <u>Year 2 Recap</u> -Link new words to known vocabulary <u>Year 3</u> -Check that the text makes sense, discuss their understanding and explain the meaning of words in context</p> <p><u>Writing Focus (3)</u> <u>Year 2 Recap</u> -Write key words including new vocabulary -Use apostrophes for contracted forms <u>Year 3</u></p>



		-Use expanded noun phrases  <u>Spelling/Grammar Focus</u> (x5 15 mins) -digraphs (ck, sh, ch)	-Use expanded noun phrases  <u>Spelling/Grammar Focus</u> (x5 15 mins) -digraphs	apostrophe with plural nouns  <u>Spelling/Grammar Focus</u> (x5 15 mins)	<u>Spelling/Grammar Focus</u> (x5 15 mins)
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	Week 1 WC 2 <sup>nd</sup> Nov	Week 2 WC 9 <sup>th</sup> Nov	Week 3 WC 16 <sup>th</sup> Nov	Week 4 WC 23 <sup>rd</sup> Nov	Week 5 WC 30 <sup>th</sup> Nov	Week 6 WC 7 <sup>th</sup> Dec	Week 7 WC 14 <sup>th</sup> Dec
Autumn Term 2	<p><u>Text</u> Non-fiction (topic based - Ancient Egypt/ Greece) <u>Reading Focus (3)</u> <u>Year 2 Recap</u> Introduce non-fiction books that are structured in different ways (whole book structure/ contents and index page) Discuss and clarify the meaning of words, linking new words to known vocabulary. <u>Year 3</u> Use dictionaries to check the meanings of words they have read <u>Writing Focus (2)</u></p>	<p><u>Text</u> Non-fiction <u>Reading Focus (2)</u> <u>Year 2 Recap</u> Answer and ask questions <u>Year 3</u> Asking questions to improve their understanding of a text Answering and asking questions (understanding that fact is non-fiction) <u>Writing Focus (3)</u> <u>Year 2 Recap</u> Use both familiar and new punctuation correctly, including full</p>	<p><u>Text</u> Non-fiction <u>Reading Focus (2)</u> <u>Year 2 Recap</u> Drawing on what they already know (...) to understand books <u>Year 3</u> Retrieve and record information from non-fiction <u>Writing Focus (3)</u> <u>Year 2 Recap</u> Write for different purposes Use conjunctions subordinating (such as because) and coordinating (and but) <u>Year 3</u></p>	<p><u>Text</u> Non-fiction <u>Reading Focus (2)</u> <u>Year 2 Recap</u> Introduce non-fiction books that are structured in different ways (headings/ subheadings) <u>Year 3</u> Identifying main ideas drawn from more than one paragraph and summarising these <u>Writing Focus (3)</u> <u>Year 2 Recap</u> Write about real events <u>Year 3</u></p>	<p><u>Text</u> <u>Performance poetry</u> (LRRH?) <u>Reading Focus (2)</u> <u>Year 2 Recap</u> Listen to, discuss and express views about a wide range of poetry  Continue to build up a repertoire of poems learned by heart <u>Year 3</u> Listen to and discuss a wide range of poetry books <u>Writing Focus (3)</u> <u>Year 2 Recap</u> Write poetry  Noun phrases</p>	<p><u>Text</u> <u>Fiction</u> Cat Tales/ Christmas story <u>Reading Focus (2)</u> <u>Year 2 Recap</u> Predict what might happen on the basis of what has been read so far  <u>Year 3</u> Predict what might happen next from details stated and implied <u>Writing Focus (3)</u> <u>Year 2 Recap</u> Use conjunctions (coordinating and subordinating) <u>Year 3</u></p>	<p><u>Text</u> <u>Fiction</u> <u>Reading Focus (2)</u> <u>Year 2 Recap</u> Make inferences based on what is being said and done <u>Year 3</u> Draw inferences such as characters' feelings, thoughts and motives from their actions; justify reasons with evidence <u>Writing Focus (3)</u> <u>Year 2 Recap</u> <u>Year 3</u> Use direct speech  Choose</p>



	<p><u>Year 2</u>                  Recap                  Say out loud ideas and key words including new vocabulary                  Write using new vocabulary and key words.  <u>Year 3</u>                  Spelling/Grammar                  Focus                  (x5 15 mins)</p>	<p>stops, capital letters and question marks                  Write sentences with different forms eg statement and question                  Use the past tense correctly.  <u>Year 3</u>                  Spelling/Grammar                  Focus                  (x5 15 mins)</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (when because )                  Spelling/Grammar                  Focus                  (x5 15 mins)</p>	<p>Organising paragraphs around a theme                  In non-narrative material, use simple organisational devices eg headings/ subheadings                  Spelling/Grammar                  Focus                  (x5 15 mins)</p>	<p><u>Year 3</u>                  Spelling/Grammar                  Focus                  (x5 15 mins)</p>	<p>Use adverbs (then, next, soon, therefore)                  Spelling/Grammar                  Focus                  (x5 15 mins)</p>	<p>Spelling/Grammar                  Focus                  (x5 15 mins)</p>
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