



Year 3 - Spring Term

	Week 1 WC 4 th Jan	Week 2 WC 11 th Jan	Week 3 WC 18 th Jan	Week 4 WC 25 th Jan	Week 5 WC 1 st Feb	Week 6 WC 8 th Feb
Spring Term 1	<p><u>Fantastic Mr Fox</u> Reading: Check that the text makes sense, discuss their understanding and explain the meaning of the words in context</p> <p>Identify how language structure and presentation contributes to meaning</p> <p>Writing: Punctuating sentences - recap capital letters/ full stops</p> <p>Grammar/spelling/punctuation Spelling: The y making /i/ in the middle of a word.</p>	<p><u>The Iron Man</u> Reading: Predicting - predict what might happen next from details stated and implied</p> <p>Participate in discussion about both books that are read to them</p> <p>Writing: Vocabulary - use dictionaries to check the meaning of words that they have read</p> <p>Writing new words into sentences</p> <p>Grammar/spelling/Punctuation Synonyms/ adjectives</p>	<p><u>The Iron Man</u> Reading: Retrieval: explain the meaning of words in context</p> <p>Participate in discussion about both books that are read to them</p> <p>Writing: (Y2) Improving Grammar/spelling/punctuation (y3) Discuss and record ideas</p> <p>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary</p>	<p><u>The Iron Man</u> Reading: (Sequencing) identifying main ideas drawn from more than one paragraph and summarising these. (character)</p> <p>Writing: Use noun phrase, expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Grammar/spelling/punctuation Prepositions Commas in noun phrases Paragraphs</p> <p>Adding suffixes beginning with a vowel</p>	<p><u>The Iron Man</u> Reading: (Sequencing) identifying main ideas drawn from more than one paragraph and summarising these. (Events)</p> <p>Writing: Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if because and although</p> <p>Grammar/spelling/punctuation Clauses Conjunctions</p>	<p><u>The Iron Man</u> Reading: Identify themes and conventions in a wide range of books (emotional journey/ friendship)</p> <p>Writing: Use conjunctions (when before after while so because) and adverbs (then, next, soon, therefore) and prepositions (before, after, during, in and because of) to express time and cause</p> <p>Grammar/spelling/punctuation Adverbs of time</p>



	<p>Speech marks Commas in a list</p>	<p>Punctuated direct speech Words ending with the /g/ sound spelt gue and the /k/ sound spelt -que (French in origin)</p>	<p>Adjectives/ expanded noun phrases Exclamation marks/ question marks Words with a /k/sound spelt with 'ch'</p>	<p>(er/ed/ing) to words with more than one syllable (unstressed last syllable- Do not double the final consonant)</p>	<p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable- double the final consonant)</p>	<p>Revise Homophones</p>
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